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ABSTRACT

This monograph provides a description of the teaching methods and goals of the "Assessment of Neighborhood/Transnational Human Relations through Original Studies" (ANTHROS) project. ANTHROS is a team-effort community discovery project for young people between the ages of 15 and 20. Its aim is to increase knowledge of the international links of interdependence of peoples and nations and to develop students' confidence in their own potential for influencing international events. Participants learn about the links and relationships that their community maintains with individuals and institutions around the world. This manual was prepared by American Field Service International/Intercultural Programs to provide assistance to teachers and youth group leaders who are thinking about leading an ANTHROS project in their own community. Included in this manual is a report of the activities of the Gowanda (New York) ANTHROS Project, compiled by the student participants. The appendices to the report provide the interview questions used by the students and the consciousness-raising questionnaire completed by the students. (JD)

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A Community Discovery Project for Young People Aged 15 to 20

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1980

Acknowledgements

The successful outcomes of the ANTHROS pilot project were due to the enthusiasm and commitment of numerous adults in Western New York State. Most notable among these were Florence Norton, the volunteer Area Representative for AFS in Western New York, and Isabelle Slifer, the ANTHROS Coordinator, who was paid on a half-time basis by AFS International.

This project would not have been possible without funding from the National Endowment for the Humanities and without the interest and participation throughout of Professor Chadwick F. Alger of the Mershon Center, Ohio State University, who devised the idea and methodology on which ANTHROS is based.

All material in this manual, except that noted below, is in the public domain and may be used without permission. However, acknowledgement to AFS International/ Intercultural Programs will be appreciated.

The material on pages 4 through 13, entitled "You and Your Community in the World," by Chadwick F. Alger, originally appeared as the Introduction to You and Your Community in the World, Field Test Edition, by Chadwick F. Alger and David G. Hoover, Consortium for International Studies Education, Ohio State University, 1978. Used by permission.

ANTHROS is the acronym for "Assessment of Neighborhood/Transnational Human Relations through Original Studies."

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Section 1: The Anthros Project

Introduction

ANTHROS is a team-effort community discovery project for young people between the ages of 15 and 20. Young people who participate in the ANTHROS project gain firsthand knowledge of the international links and influences present in their home community, achieve a deeper understanding of the interdependence of peoples and nations, and develop a greater confidence in their own potential for influencing international events regardless of their eventual career choice. Participants will find an ANTHROS project to be relevant and fun.

An ANTHROS project involves young people in learning directly from primary sources. ANTHROS is not a project that takes participants into libraries or lecture halls, but rather into offices, shops, factories, depots, farms, and homes. It brings young people into sustained face-to-face contact with members of their own communities in all walks of life. Through a structured interview procedure, participants learn about the links and relationships that these community members maintain with individuals and institutions all around the world. They begin to understand that not only these community members, but also they themselves, are directly and inextricably involved in foreign affairs. They become more and more aware that foreign affairs are not the exclusive province of presidents, foreign secretaries, diplomats, multinational corporation executives, and military leaders. ANTHROS enables participants to understand, in direct and practical ways, that they are already involved in international relations, and that they can begin to have some real influence on global policies and events. In the words of one ANTHROS participant: "It makes you realize how important you are."

This manual has been prepared by AFS International/Intercultural Programs to provide assistance to teachers and youth group leaders who are thinking about leading or otherwise promoting an ANTHROS project for older teenagers in their own community. The information in this manual is based on the results of a pilot ANTHROS project that was carried out in a number of communities in Western New York State between September 1979 and August 1980. Funding for this pilot project was made available through a grant (No. AZ-0017-79-898) from the Office of Youth Programs of the National Endowment for the Humanities.

Background

In the early 1970s, Professor Chadwick Alger of Ohio State University conceived and organized a community/world study project named Columbus in the World/The World in Columbus. With the financial assistance of the Kettering Foundation, the project was carried out by Professor Alger and a team of graduate students. The overall objectives of the Columbus/World project were to obtain a detailed view of the international contacts of citizens of Columbus, Ohio, from all sectors of life, and to disseminate this information throughout the Columbus metropolitan area so that citizens would become more aware of their interdependence with the rest of the world and would be better able to evaluate their community's international contacts. Detailed reports on twenty aspects of the team's findings were available early in 1974, and numerous publications related to the project appeared subsequently. (One is reprinted on the immediately following pages.) The idea since then has been adopted or adapted for use in other communities large and small. In most cases, the tasks associated with the project have been carried out by undergraduates, graduate students, or adult volunteers.

AFS International/Intercultural Programs, one of the leading student exchange organizations in the world, naturally had an interest in the purpose and methodology of the Columbus/World project. Although AFS arranges exchanges for thousands of young people each year, hundreds of thousands more do not have this chance to broaden and deepen their global perspectives through living abroad. Thus, when AFS learned that the National Endowment for the Humanities was making grants available for youth projects, it seized the opportunity to apply for funds for the support of a pilot project on the Columbus/World model, but designed for high-school-age students. AFS saw the Columbus/World methodology as enabling American youth to discover more about their relationship to the world without ever leaving their home communities. The title of the AFS pilot project was ANTHROS, an acronym for "Assessment of Neighborhood/Transnational Human Relations through Original Studies." The project received NEH funding and was carried out in Western New York State. The advice and information in this manual is based on the successes and failures of that pilot project.

The quarterly and final reports submitted by AFS to the National Endowment for the Humanities, and other information about the ANTHROS pilot project as carried out in Western New York, are available from

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You and Your Community in the World

By Chadwick F. Alger

Global Food Crisis Likely
Detente with the Soviets in Jeopardy
Tensions in the Middle East Increase
Racial War in Africa is Imminent
Global Pollution Growing

These are a few of the headlines that are likely to appear in our newspapers in any one evening. Global issues surround us, engulf us, and frustrate us. In the face of these global challenges and catastrophies, what can an individual do? Must we be passive? Must we be cynical? Can we play a meaningful international role? This volume is an antidote to international lethargy, impotence and inefficacy. It is a handbook for the *global citizen*. It helps identify ways the individual singly or in groups can relate to international problems.

Despite the vast array of problems faced by humankind, we agree with Kenneth Boulding that "it is a wonderful age to live in and I would not wish to be born in any other time." Science and technology have created tremendous problems for humankind in the form of Hydrogen bombs, population explosion, urban slums and threats to privacy. But they have also provided a means for eliminating smallpox, reducing infant mortality, eliminating certain forms of human drudgery, and have created fantastic new opportunities for people from different nationalities and cultures to meet and jointly solve problems.

This is an age with widespread racial conflict, poverty, war, disease and famine, in conjunction with much over-consumption, waste, selfishness and hate. But these are not new things on the face of the earth. What is new is that we no longer accept as inevitable the oppression of one race by another, poverty of many in the shadow of the wealth of a few, avoidable famine and preventable disease. Global standards are being declared and promulgated and programs for grappling with these problems have been devised. These developments are very important. But too few people realize how much they are already involved in these problems and too few understand how they could direct a portion of their lives toward their solution. Certainly one person alone cannot solve problems of global magnitude. But each individual can make a difference by using less energy, polluting less, sharing with those who have less, and building solid ties and friendships with people of different races and cultures. While your contribution will not completely solve a problem, at least you may cease being a part of the problem. You will offer encouragement to others around you. And you will learn how to be more responsible and effective through your own more thoughtful participation.

People like you--those who have access to this volume--have the opportunity and special obligation to devote part of your life to solving human problems. You are likely from the United States, Canada or another wealthy country. This fact, plus the education you are acquiring, gives you distinctive opportunities, competence and responsibility that comes with them. Even if you are from the so-called Third World (Africa, Asia and Latin America) you are part of the small elite in this part of the world that has the advantage of higher education. Thus all reading this volume have acquired a special responsibility to help solve global problems, with particular obligation for responding to the needs and concerns of that vast portion of humanity not fortunate enough to be able to sit in your classroom with you.

During the Middle Ages, it was a crime to produce and distribute maps. It was felt that these maps marking towns, fortifications and terrain had great

strategic-military value.[1] In the complex, diffusely organized times in which we live, we need a different type of map. We need an organizational map of our points of decision-making access to global problems. This map would help us understand the various routes (through various organizations) to get to common destinations (solutions of problems). This book is designed to demarcate alternative routes to international participation through national governments and associations, through local business and service organizations and associations, and through international associations.

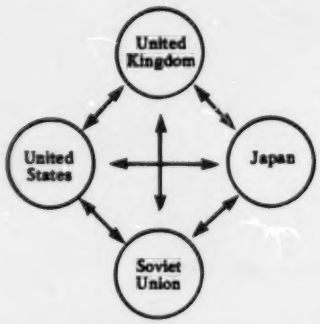
Social Maps: Imprisoning Images—Billiard Balls, Funnels, Pyramids and Onions[2]

The mental images or social maps that people have affect the way they perceive the world and the way they act. Perhaps the most common mental image of international relations is a set of interacting "billiard balls" (See Diagram 1). According to this analogy nation-states, like billiard balls, are:

1) homogeneous--a national society, like a billiard ball, is presumed to be of the same character and consistency throughout. By this analogy differences in language, customs, mores, and foreign policy interests are ignored.

2) impenetrable--a society, like a billiard ball, is hard-shelled, self-contained, and impervious to outside influences. The flows of people, goods, money and information that transcend borders are ignored.

Diagram 1: "Billiard Ball" View of International Relations.



Consequently, there is an assumption of a unified, homogeneous foreign policy. As with all analogies there is simplification of reality and thus some distortions. The analogy is fairly useful (less distortion) regarding war-peace issues, yet it is not very useful in helping us understand most international economic, political, and cultural interaction between the people of the world. This view is reinforced by the political maps through which most people acquire their images of the world. It supports the expectation that foreign policy is a single thing that ought to be controlled by one person or one group. This view is very useful to heads of states and foreign ministers who prefer wide latitude in their efforts to control foreign policy decisions.

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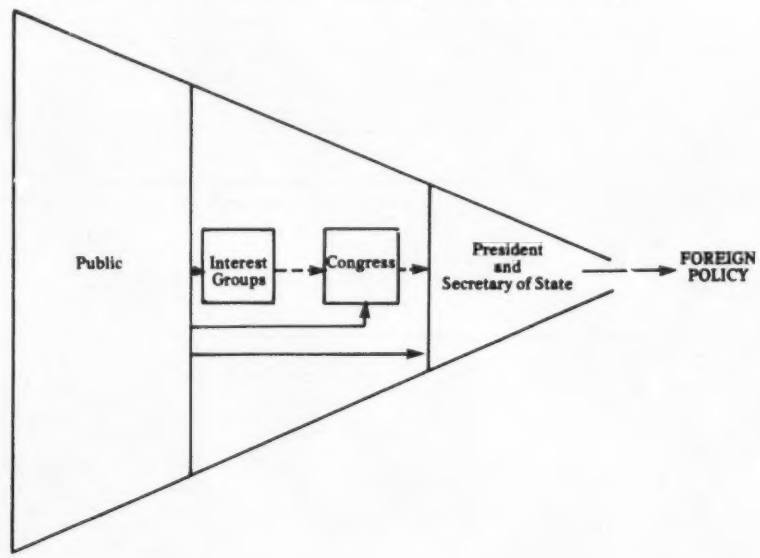
[1] Thanks to A. J. Judge for sharing this information.

[2] This introductory material and diagrams throughout are taken from Chadwick F. Alger, "A World of Cities--or Good Foreign Policies Begin at Home," 1976, and "Foreign Policies of United States Publics," 1975, Mershon Center, The Ohio State University. The latter is published in *International Studies Quarterly*, July, 1977.

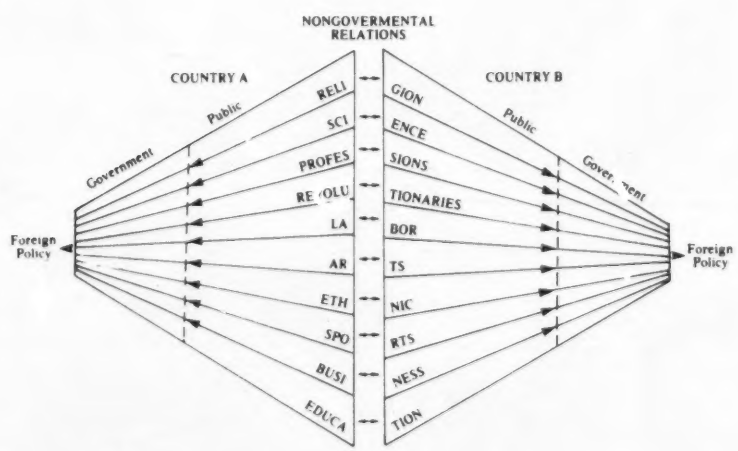
Most people don't tend to think of themselves as participants in foreign policy making. It is something that is taken care of by the President and Secretary of State who control the exit from the billiard ball. When viewed from within the United States, the process is most vividly portrayed as a funnel, with the President and Secretary of State controlling the flow out of the end (Diagram 2). The small portion of the public who do take active interest in foreign policy are likely to act through an interest group, or to write letters to members of Congress, the President or the Secretary of State. But in the end it is perceived to be a few officials who act for the country.

Diagram 2: Public Participation in Foreign Policy Making.



Nevertheless, so-called people-to-people relations have interested many people, with President Eisenhower making the phrase popular in the United States. When these kinds of relations occur, it is as though the funnels representing two countries have been turned around with the wide ends touching. As portrayed in Diagram 3, in this

Diagram 3: Impact of Nongovernmental Relations on Government Foreign Policy.

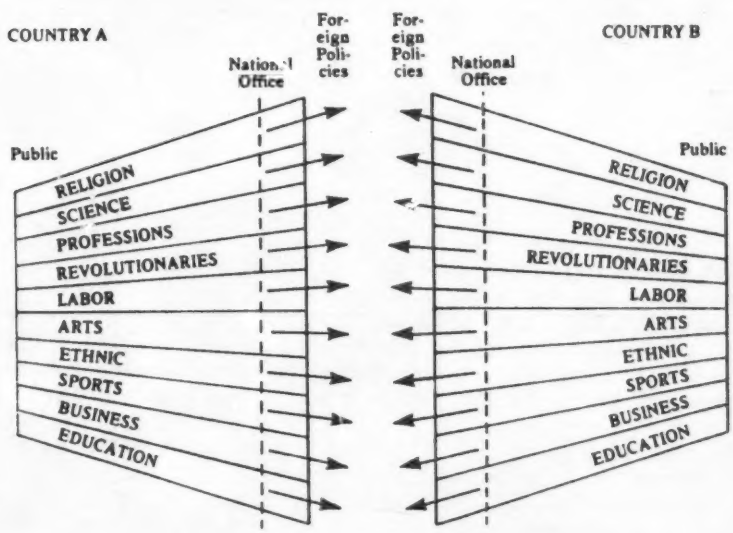


way a variety of public groups relate directly with each other, in activities such as Olympics, scientific cooperation, trade, educational exchange, etc. Since the term, *international relations* has usually referred to relations between national governments, some people now refer to nongovernmental international relations as *transnational relations*. This term will not be used in this volume. We will use the term *international relations* to refer to all activity that crosses national boundaries. We will use the adjectives *governmental* and *nongovernmental*, and sometimes more specific labels, to refer to different kinds of international actors.

It is often the case that people see nongovernmental international activity as simply auxiliary to governmental foreign policy, i.e., it is hoped that this activity will effect those participating in such a way that they will in turn influence the foreign policies of their governments in some desirable direction. For example, medical and environmental cooperation by United States and Soviet scientists is seen primarily as a way to facilitate cooperation between their governments that would lessen the likelihood of war.

With growing people-to-people contact, there are an increasing number of people who do not see foreign policy as only the prerogative of national governments. For example, when the U.S. government did not act on world hunger as rapidly as some U.S. churches thought necessary, they responded to food needs abroad directly. Many people have personal knowledge of the response of relief organizations to natural disasters, and some members of YMCA, Salvation Army, Rotary, Lions, etc., are acquainted with the international activities of their national organization and their links to international organizations. These activities reflect the foreign policies of these organizations and are usually a product of considerable deliberate planning by people with vast international experience. Diagram 4 portrays this kind of foreign policy activity. This is an important view because it signifies that the foreign policies of nongovernmental organizations are not always subsidiary to governmental foreign policy. As the activities of people everywhere flow across national boundaries--with respect to science, religion, the arts, and sports--the policies reflected in this activity are having an important direct impact on the character of the world.

Diagram 4: Foreign Policies of Nongovernmental Sectors.



The view of the world portrayed by these diagrams suggests that people who desire to play a responsible role in the international processes *in which they are already involved*, must face two ways. 1) They are implicated in the foreign policies being pursued by their national government, in their name, out the small end of the funnel, and 2) they are implicated in the foreign policies of nongovernmental activities being pursued, in their name, out the large end of the funnel.

Some people may be surprised by the notion that their churches, fraternal organizations, service organizations, labor unions and educational associations have foreign policies. This is largely because the international activities of these organizations tend to be handled by their national offices.

But individual members tend to perceive themselves buried at the bottom of a pyramid, as portrayed in Diagram 5. International activity tends to be handled by the national office and this is accepted by most members as natural.

Diagram 5: Local Member's View of International Activity of Nongovernmental Organization.

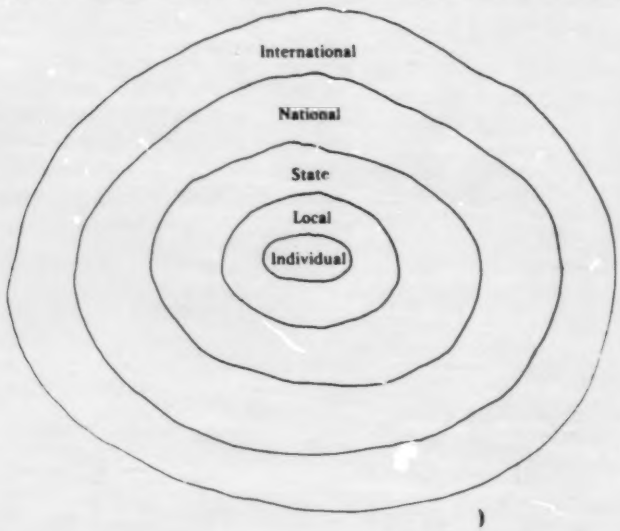
This pyramid resembles the funnel used to portray governmental foreign policy. While most people would not use the term foreign policy for this activity, reserving this term for governments, there is no persuasive reason why this should be so. The activities abroad of a multitude of labor, business, professional and philanthropic organizations are based on very explicit policies. The term foreign policy is a most appropriate description of decisions that guide their activities abroad.

But why should it be that people tend to defer to national offices, both governmental and nongovernmental, in foreign policy decision making? Why did it come to pass that they perceive themselves cut off from direct participation in foreign policy making? Why do people who are demanding greater participation in local and national affairs often accept lesser participation in international affairs?

We don't fully know the answer, but we have some pretty good hunches. First, in regard to governmental foreign policy, it has something to do with the fact that even democratic governments tend not to expect much public participation in foreign policy. Even national legislatures, including the U.S. Congress, have tended to defer to the executive. When the democracies overthrew authoritarian leaders (usually kings) they tended to not completely overturn the "king" in foreign policy. Both by constitutional provisions and practice, most heads of state and prime ministers have special privileges in foreign policy. As most foreign policy issues increasingly affect the daily lives of people, continuing acceptance of this practice becomes an increasing threat to democracy itself. If the executive is given special prerogatives in international aspects of energy, food and environment, as well as trade, the sea, etc., control of the public over things that impact their daily lives will be very limited indeed.

But why does the public's view of participation in nongovernmental foreign policies tend to be mirrored in nongovernmental organizations? This may partly be a result of subconscious application of the governmental model to non-governmental organizations. Perhaps more fundamental is the way people learn about the world, beginning with their first experiences in school. Surprisingly, the way people learn about the world causes them to feel cut off from international activity. Children often learn first of local things--family, school, church, police department and fire department. They know that their state (or province) is out beyond that, and that they reside in one of a number of states within their country. Thus, they see the world from their location--from inside a layered onion. Things international are perceived to take place from the national border--several layers away from the local community. (See Diagram 6) This onion view of the world is reinforced by international education.

Diagram 6: Socialization of Individuals with Respect to Territorial Units.



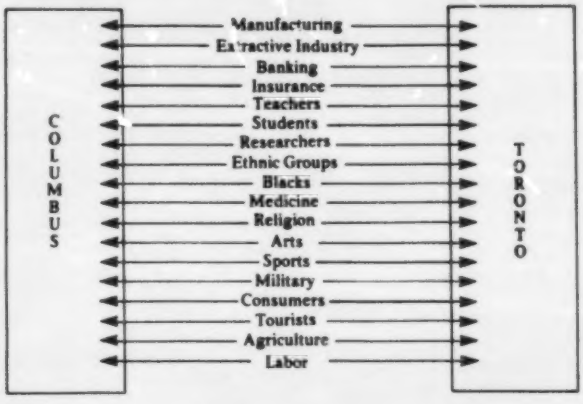
International topics are the last to be covered on a variety of occasions in the educational process--always at the end of the book, at the end of the course, etc. Often there is not enough time to adequately cover this international material.

The World Can Be Viewed as a Giant Cobweb[3]

While billiard balls, funnels, pyramids, and onions do provide partial pictures of the way the world works, they are only partial. One who observes his or her own daily life carefully, quickly becomes aware that he/she is personally linked to international processes which these images don't take into account.

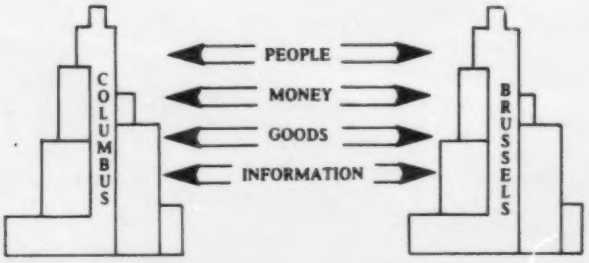
This kind of observation reveals that people in local communities have many direct links with people in cities abroad. Diagram 7 portrays how two cities are linked through a diversity of activities. Of course, people in most cities are not linked with one city but are linked to a network of cities through the flow of people, money,

Diagram 7: Activities Providing International Links Between Cities.



goods and information (Diagram 8). If you are active in one of the sectors of community life listed in Diagram 7, you can no doubt describe how all four kinds of flow are involved. For example, many banks in medium sized cities now invest and serve their business customers abroad. Local bankers must travel abroad (*people*) to set up cooperative arrangements with correspondent banks abroad, they receive *information* from abroad that they need for investment decisions, they move *money* abroad for investment, often by telex, and this money often pays for *goods* that local merchants are importing.

Diagram 8: Forms of International Transactions.



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[3]John Burton introduced this analogy in International Studies Association, *The Study of World Society: A London Perspective*, Occasional Paper No. 1, Pittsburgh, 1974, p. 10.

People directly involved in these kinds of transactions are involved in participatory learning through which they learn a new geography that relocates them in time and space and enables them to self-consciously influence the flow of people, money, goods and information. But most citizens, perceptually trapped within billiard balls, and buried beneath pyramids, do not perceive most of the international linkages of daily life. This deprives them of learning opportunities that might lead to increasing competence to cope with the changing geographic scope of their lives.

A New Social Map for Global Citizenship

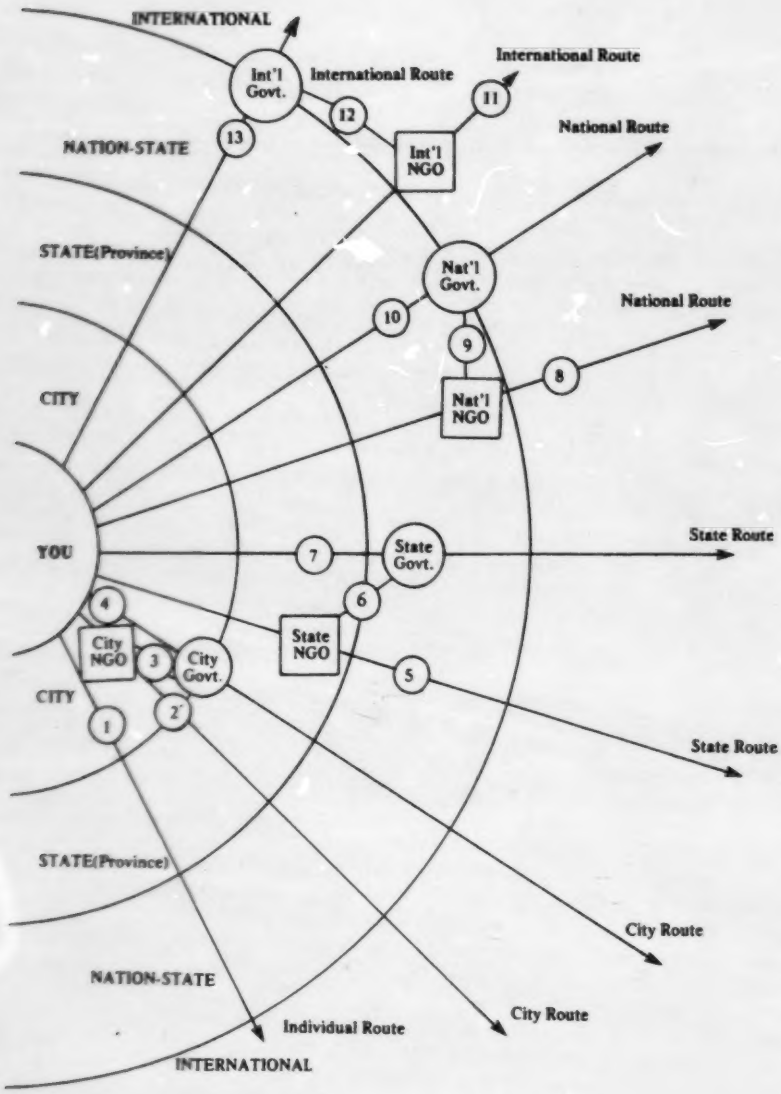
Explosion of myths about distinctions between local and international issues could provide the base for the development of norms for global citizenship that are relevant to all, and in which all can play a part. It would begin with the assumption that global citizenship begins, although it does not end there, in the home, business and school. Once this is understood, the abdication of responsibility for foreign policies--the antithesis of responsible citizenship--might be diminished. Then the citizen may have mentally freed himself/herself to become personally involved in problems discovered through exercise of international citizenship near to home. These problems are discerned as the citizen acquires heightened awareness of what people abroad are doing to that person and what he/she is doing to them. This approach may leave him/her freer than in the past to decide what avenues of citizenship might be pursued in joining together with others who might wish to solve these problems. This may include national governmental officials--but they may not seem relevant to the solution of some problems.

As the citizen searches for the relevant unit for a specific problem, he/she might have a mental map of options something like Diagram 9. One can participate through international organizations, national organizations, state (or regional) organizations, city organizations, or choose direct individual activity. With respect to any of the four territorial units, one may choose to (1) directly influence government, (2) to work through a nongovernmental organization to influence government, (3) or to work through a nongovernmental organization to have direct international impact. This roadmap offers the citizen thirteen avenues for international participation. Some examples might be helpful:

International (11, 12, 13). Those United States citizens who tax themselves 1% of their annual income and send it directly to the United Nations Secretary General, use route 13. They do this because of dissatisfaction that their country contributes less a percentage of GNP to the UN than 45% of the member nations. Since they have not been able to change this policy through national routes 9 or 10, they have shifted to route 13. Those who support an international nongovernmental organization (INGO) such as the International League for the Rights of Man in its lobbying efforts for human rights at the UN are using route 12. People who work for the rights of political prisoners through Amnesty International often use route 11, attempting to influence policies of national governments (other than their own) through the direct action of an international nongovernmental organization.

National (8, 9, 10). These are the routes most perceived and used by United States citizens. Public activity against the Vietnam war used all of these routes. There were efforts to effect the national government directly (10) through letters, and personal pleas to governmental officials. A number of nongovernmental organizations, as well as individuals, joined together in demonstrations in Washington intended to affect governmental policy (9). Representatives of some organizations engaged in direct international activity intended to end the war, including trips to Hanoi (8).

Diagram 9: Routes to International Participation.



State (5, 6, 7). Route 7 is used by business leaders who try to get state assistance in stimulating exports. Sometimes they work through a nongovernmental organization (6). Some states have responded by setting up permanent trade missions abroad. Occasionally, business organizations will try to stimulate trade directly by sponsoring trade missions abroad and by direct advertising abroad (7).

City (2, 3, 4). Local tourist interests in cities often directly (4) and through their Chamber of Commerce and other nongovernmental organizations (3) attempt to influence city government to help them to stimulate foreign travel to their city. Sometimes the Chamber of Commerce may engage in direct activity abroad to stimulate tourism to the city (2). Direct activity may also be undertaken by local church congregations who send missionaries abroad and engage in philanthropic activity abroad.

Direct Individual (1). Direct individual international activity covers a multitude of activity, such as letter writing, financial support for relatives and friends abroad, ham radio operators, direct mail purchases, volunteering for service in foreign armies, subscription to foreign magazines and direct purchase of books abroad, depositing funds in foreign banks and direct participation in revolutionary movements.

Readers may already be thinking that the separation of international, national, state and city routes unrealistically closes off additional routes. This was done for simplicity. The reader may now wish to draw some of these in. For example, sometimes people attempt to influence their national government to work toward strengthening peacekeeping forces in the United Nations. During the Vietnam war efforts were made in some cities to get city councils to take a stand against the war. It was hoped that this would tend to diminish the tenacity with which the national government was pursuing the war.

Those who ponder the international relations of everyday life--through international systems of pollution, inflation and marketing--can readily discern that global citizenship is a concept fashioned not by fuzzy minded dreamers, but by anxious realists. The explosion of the myth of local and international separateness puts the notion of global citizenship in a new light. It is vitally dependent on the quality of citizenship in city, state and nation. If cities cannot handle aspects of pollution within their control, humankind will drown in its own waste. If international government cannot control aspects of pollution that must come within its authority--such as the seas--then cities will suffer. Thus, global citizenship must include simultaneous attention to responsibilities in the context of a diversity of territorial units.

It would be unfortunate if explication of multiple routes for participation would cause you to feel overwhelmed with complexity. Rather, alternate routes should be viewed as opportunities for increased self-control over things that now tend to be controlled for us by a very few people in cities such as Washington and New York. A set of alternate routes are somewhat like the alternatives provided by the helicopter traffic reporter to automobile commuters on their car radios. It may seem simpler to take an unvarying and familiar route home, but when there are accidents and blizzards, certain routes may be blocked. Alternative routes through unfamiliar streets may not seem worth the effort at first. But they soon become as familiar as the old route and considerably enhance the control of the commuter over one's commuting time.

The Atlantic and Pacific no longer isolate us from the mainstream of global life. We now know that we have as much to learn from the world as we have to teach it. Foreign policy is no longer something to be left to distant elites, if we still take our democratic values seriously. Indeed, the very concept "foreign" policy has outlived its usefulness. There may be some policies that can best be handled by neighborhoods and others by cities, still others by larger units and others by global bodies. But the notion that any of these policies are "foreign" is misleading. Perhaps this term should now be reserved for yet undiscovered beings on other planets.

Objectives

The principal objective of ANTHROS is the study of direct and indirect cross-national human relationships, as these are found to exist in all sectors of life within the local neighborhood or community. The title itself, ANTHROS, is an adaptation of the Greek-origin prefix, *anthropo-*, meaning "human being." This underlies the emphasis on the study of people and the way in which the actions of each individual affect the lives of others throughout the world.

The objectives of ANTHROS for participating young people are:

1. To promote a realization of transnational interdependence. As students learn more about the cultural, personal, economic, political, and ethnic links that exist between their community and communities outside of the United States, they should become increasingly aware of the complex network of interdependence that links communities, organizations, and individuals around the globe.

2. To increase awareness of the practical impacts of one's personal decisions on people in distant places. Students should begin to examine the connections that they themselves have with other nations and peoples, and to understand how their actions (such as opening a savings account, buying new clothes) affect people in other nations.

3. To increase ability to clarify personal values in decision making. As the young people come to realize that their everyday actions affect others outside of the United States, they should examine their personal values and learn to justify or alter their actions in light of these values.

4. To prepare young people for leadership roles. Today's teenagers will be the leaders in all sectors of life during the first quarter of the 21st century. Regardless of their eventual career choices, young people will need to have a global perspective to meet the challenges of the future. ANTHROS should assist them in developing such a perspective.

5. To increase practical skills in research and communication. Students should learn how to acquire information through interviewing and how to present that information to a variety of audiences.

6. To expand detailed knowledge of the history and functioning of one's community, and of career options available within that community. Through structured discussions with people in all walks of life, students should vastly increase their working knowledge of life and work in their own community.

The Four Phases of Anthros

An ANTHROS project occurs in four distinct, sequential phases. They are:

1. Preparation. The ANTHROS work begins. Students define their own objectives and plan their data collection procedure.

2. Discovery. Students find out as much as they can about the relationships that exist between their home community and communities in other nations.

3. Assessment. Students pull together the findings made during the discovery phase in order to reach conclusions about the interdependence of the local community with other communities around the world.

4. Dissemination. The group prepares its findings and conclusions for school and public dissemination.

Each of these phases involves a number of tasks, which will now be discussed in detail.

Preparation Phase

Task 1: Introduce the ANTHROS project.

Explain to young people who may participate in ANTHROS the goals of the project and the tasks that will need to be carried out. You may wish to utilize a questionnaire similar to the one used in the ANTHROS pilot project (a copy is provided on Page 52) both to determine how familiar the students are with their own international connections and to develop their awareness of these connections.

Task 2: Identify your community.

If you are located in a small town, you will probably want to consider the entire town and possibly some of the rural area as your community. In a large city, though, attempting to study the entire metropolitan area will undoubtedly prove to be more than the students can handle. You will therefore want to study your neighborhood.

You may be located in a neighborhood with a name easily recognized by most people in the city. In newer cities or newer sections of cities, you may refer rather vaguely to your part of town as the South Side or the West End. It is important that the students be familiar with the area and many of the people who live and work there. You may wish to question the students about their travel behavior in the city to determine which areas in the city are most familiar to them. In all cases you will find it necessary to set up clear boundaries for your community study. Political boundaries, railroad lines, rivers, and principal highways may make suitable, easily identifiable borders for your study area.

Task 3: Draw up a list of "sectors" of your community.

As an initial step in organizing for the study of their community, participants should identify and prepare a list of the "sectors" of life and work there. The Yellow Pages of the local telephone directory may be an aid in this task. The following are examples of sectors you might explore:

EXAMPLES OF "SECTORS" OF LIFE AND WORK IN AMERICAN COMMUNITIES			
The Arts	Legal	Military	Governmental
Voluntary	Medical	Educational	Processing
Labor	Communication	Construction	Services
Commercial	Scientific	Social Welfare	Agricultural
Religious	Ethnic	Real Estate	Athletic
Transportation	Familial	Engineering	Extractive
Financial	Utilities	Political	Historical
Industrial	Professional	Cultural	Social

If the group is large, you may wish to divide it up into teams, with each team assigned to study a limited number of sectors. Depending on the size of the community and the time you have allotted for ANTHROS, you may wish to limit the project to a few of these sectors, saving the rest for another ANTHROS project.

Task 4: Obtain the assistance of knowledgeable adults in the community.

There are probably many people in the community known to the students who would be happy to share their expertise with them. Parents are a logical source of information. A father in the Kiwanis Club might be able to tell the students how to find people in various civic organizations who would have transnational links. A mother may be in the import business and could help the students find contacts in international commerce or help them to revise their interview schedule to elicit a better response from this group.

Students may also like to approach others in the community to act as consultants on the project. A local T.V. news reporter might be willing to discuss ways of interviewing people to obtain the most useful information. Retired business people and teachers may be able to assist the ANTHROS project in a wide variety of ways.

Task 5: Develop face-to-face interview procedures.

Face-to-face interviewing is at the heart of the ANTHROS project. Before anyone interviews a community member, the students should work hard at developing and practicing interviewing procedures. It may be advisable to invite a speech teacher or a professional interviewer to give guidelines to the students about interviewing. Role playing situations is an especially effective way to practice.

We have provided in this booklet (page 44) the interview outline which was used in the original Columbus in the World/The World in Columbus project. You may choose to use this interview form as it is, or to adapt it to suit your needs. Feel free to develop new questions pertinent to your community, and to eliminate unnecessary questions so that a manageable number of questions are scheduled to be asked during each interview.

Task 6: Develop telephone screening procedures.

A feature of each and every ANTHROS interview is that the interviewee is asked to name other people whom he or she knows to be involved in international contacts of one kind or another. Since this usually results in the names of several people being given, it may become impossible for the students to interview everyone suggested. This problem can be solved through the use of a telephone screening procedure. This procedure is not a substitute for a fate-to-face interview, but only a way of determining who should be met for a face-to-face interview. AFS has provided in this booklet (page 43) a copy of the telephone screening schedule which was used in the Columbus/World project mentioned earlier. As with the face-to-face interviews, the telephone screening should be practiced by the students before any calls are made.

Discovery Phase

Task 7: Count international links and influences.

Begin the Discovery Phase by actually counting some of the more obvious (but usually ignored) international links and influences in the community. As individuals or in groups of two or three, students can carry out some of the activities suggested in the box below. Students also should think up similar activities especially appropriate for the local community and its particular combination of sectors. The students should have an opportunity to share their findings with the rest of the group.

EXAMPLES OF INTERNATIONAL LINKS AND INFLUENCES THAT CAN BE COUNTED

- Determine what percentage of cars parked in several large lots were made abroad.
- Find out what percentage of M.D.s in a large hospital were trained overseas.
- Count the number of missionaries abroad supported by community religious groups.
- Have each person find out how much of the food in his or her home's pantry was grown or processed in a foreign country.
- Have each person find out how many items of clothing in his or her home's closets were manufactured in a foreign country.
- Using the Yellow Pages of the telephone directory, count the number of organizations and businesses in your community that are obviously international in the scope of their interests.
- In a local hardware or five-&-ten-cents store, count the number of items for sale that were manufactured abroad and/or include raw materials from abroad.

Task 8: Identify a few highly international community members.

Within the community sectors you have selected for in-depth study (Task 3), identify up to six members of your community who are highly involved in international contacts. These will be the first people interviewed by the students. The adults you have chosen to assist the project (Task 4) may be helpful in identifying such people; they themselves may be interviewees in some cases. You may also wish to ask the Chamber of Commerce chairperson, the school principal, or the AFS Chapter president for names. Another possibility is to consult the Yellow Pages in your community.

Task 9: Interview highly international community members.

Assign an individual or a pair to interview each of the people identified in the previous task. Students should use the interview outline and techniques developed in the Preparation Phase (Task 5). Every interview should result in written notes of some kind; findings must not be entrusted to memory. It is important that students ask each interviewee to name other people in the community who are involved in international affairs. After these first interviews, the entire group should discuss findings and problems. You and the students may decide that some changes in the interview format are appropriate. If the interviews have not gone well, it might be wise to call on a consultant for assistance.

Task 10: Screen potential interviewees by telephone.

Depending upon the size of your community and other factors, you may not need to carry out this task until much later in the Discovery Phase, or you may want to use the

screening procedure only in the case of some potential interviewees, or you may not need to use it at all. You and the students must decide this for yourselves. Whenever the group is unable to interview all the people being suggested to it, the telephone screening procedure developed in the Preparation Phase (Task 6) should be considered for use.

Task 11: Interview additional community members.

Once the students have worked out any difficulties in their interview procedure, they should carry out ANTHROS interviews with additional members of the community who are involved in international links and relationships in the community sectors you have chosen. New interviewees will have been suggested by previous interviewees, and the new ones in turn will suggest others, so that the students will "fan out" through the community, interviewing more and more people with international connections.

Participating students may end up having interviewed literally dozens of people, perhaps hundreds if your community is large and the students are enthusiastic. Less important than sheer numbers, however, is the productivity of the interviews. The telephone screening procedure (Tasks 6 and 10) is intended to insure that potential interviewees are not scheduled unless they have a reasonably substantial contribution to make.

Task 12: Discover the "roots" of your community.

The primary goal of ANTHROS is for students to discover the international links and influences in their community today. But students will probably become increasingly curious about how their community got to be the way it is now. They will want to find out more about its cultural, historical, and ethnic "roots."

It might be worthwhile to invite a local historian to speak to the participants on a topic related to international links and the sectors of the community your group has chosen to study, for example, on immigrant groups and labor organization. Students might also do some research at the local Historical Society, or in the Local History section of the public library.

Assessment Phase

Task 13: Organize the findings.

If your group of students subdivided into teams, each assigned to investigate one or more sectors of community life, organizing the findings may be relatively simple. Each team should be able to organize its findings through examination of the written notes that resulted from each interview. Even if you were not subdivided into teams, organizing findings by sector is a good way to proceed. Another possibility is to organize the findings according to the various foreign nations with connections to the local community.

Task 14: Evaluate the findings.

Through one or more extended general discussions, students should attempt to evaluate the role of their community in the world. What is the impact of their community on others around the world? What impact are other communities or organizations having on them? Is their community dominating others, or is the relationship more nearly interdependent? What are the values, or "foreign policies," of the internationally involved people in the community? These and other questions should lead to highly stimulating discussions. You may find it useful to have present one or more of the adults who assisted the project.

Task 15: Prepare a statement of the project findings.

It will be essential for the Dissemination Phase that the students have a coherent, written statement of the project findings and their assessment of those findings. If the group is small enough, the written document could be a group or team effort. You may prefer to have each student write his or her own summary.

Dissemination Phase

Task 16: Plan for school and community dissemination.

You and the students need to decide how the ANTHROS project results will be publicized. Plan something more creative than merely mailing off a copy of your group's findings to the local newspaper. For example, you might plan to--

- write a skit or short dramatic production to illustrate your findings;
- prepare a slide show with live or taped narration;
- prepare a videotape that could be lent to interested groups;
- write and produce pamphlets for general distribution;
- appear on a news or talk show on local radio or television;
- carry out panel discussions before school or community groups;
- prepare a series of charts or graphs for use by social studies and math teachers.

Immediately following are three key questions that the students participating in ANTHROS should ask themselves:

THREE KEY QUESTIONS TO BE ANSWERED REGARDING DISSEMINATION

1. AUDIENCE: Who should hear our message?

   The people who are obviously interested in international links and influences are not the only people who should hear about your local team's efforts and findings. The people who are not interested may be the ones you should spend the most effort contacting. Who are they? Where are they? How can you get them interested in what you have to tell them?

2. CONTENT: What should our message be?

   The facts you learned about international links and influences in your community are not the only things you should be telling people about. You may also want to inform people about your methods, your point of view on international relations, your new awareness that foreign policy is not made only by the State Department, your changed values, and so forth. What is your message? How will it be organized? What will be emphasized?

3. PRESENTATION: How should we communicate our message?

   Producing and distributing written statements is not the only, and not necessarily the best, means you have of communicating your message. Other possibilities include radio, television, graphs and charts, verbal presentations, skits and plays, and so forth. Considering the audience you want to reach and the content of your message, what media are best for you?

Task 17: Communicate the results to the public.

Carry out the plans for school and community dissemination made in the previous task. Remember that your ANTHROS project is finished only when you have shared your findings with others in your community.

What AFS International Learned from the Anthros Pilot Project

As described in the Introduction and Background to this handbook, AFS International introduced an established methodology (that of the Columbus/World project) to high-school-age youth throughout a large area of Western New York State. The resulting ANTHROS pilot project enjoyed its successes and suffered its failures. In this section, what AFS learned from these successes and failures will be described.

First of all, we began with an assumption that American youth who are members of local AFS clubs are seriously interested in international affairs and in broadening their perspective on global relationships. At the time we developed our funding proposal for the National Endowment for the Humanities, this assumption seemed self-evident; in retrospect, it seems naive. Apparently, a great many young people join AFS clubs for social reasons, not for what might be termed "serious purposes." Since ANTHROS was not a project involving social activities (using "social" as understood by most youth), it failed to attract sustained interest from many club members. What AFS learned, therefore, was that many youth need an extra incentive in order to maintain interest in an ANTHROS project. This incentive may take many forms, and may differ from youth group to youth group, and from individual to individual. However, we came to feel that awarding of academic credit in one form or another would have made the difference for many young people. In other words, if the project could have been carried out as an independent study project, as a social studies assignment, or as term paper research, many youth who lost interest probably would have persisted. We were prohibited from making or overtly sanctioning any such arrangements under the terms of the NEH grant, which specifically funded only out-of-school projects.

Secondly, we attempted to carry out the ANTHROS pilot project over a geographical area that was too large. ANTHROS is inherently a hometown project, one that can have life and generate enthusiasm only at the community or neighborhood level. Of course, AFS was not unmindful of this at the beginning; we arranged for a part-time coordinator to work constantly throughout Western New York and for numerous consultants who were available to meet with local ANTHROS teams. However, virtually all the young people with whom we were dealing regarded these people (especially the consultants) as outsiders, so that their advice and assistance were rarely or never sought. It proved impossible to generate enthusiasm for ANTHROS on a regional level; consequently, there was little success in generating enthusiasm for ANTHROS in the numerous localities in that region. What AFS learned, therefore, was that ANTHROS should be attempted only in communities or neighborhoods or other social settings where people in a variety of occupations know (or at least recognize) one another on a face-to-face basis. ANTHROS cannot be spread thin over a larger region, because participating youth need to feel comfortable and open with the individuals they approach for the purpose of carrying out ANTHROS interviews, and with the adults they contact for advice and assistance during the project.

Another problem, related to the one immediately above, was that few adult AFS leaders in the various localities in Western New York developed any abiding sense of

commitment to the ANTHROS pilot project. Again, AFS was not unmindful of the need for strong local leadership. We gave this need too low a priority, however, and attempted to secure the enthusiasm of local AFS adult leaders by working through the chain of command of AFS in the region. What AFS learned was that the local leaders should have been approached directly. In a handbook of this type, this point may be somewhat academic; this handbook is written for local youth group leaders or teachers, who presumably will not undertake to lead an ANTHROS project unless they believe in its goals and are committed to assisting local youth in the achievement of these goals. We believe that the most fertile ground for an ANTHROS project is a pre-existing youth group in which the members are good friends who regard the adult leaders with respect as well as affection. However, in cases where a classroom teacher is considering ANTHROS as an assignment for credit, this recommendation is not nearly so critical as in cases where a leader is considering ANTHROS for a voluntary association of youth.

The ANTHROS pilot project in Western New York State produced one local ANTHROS Discovery Team that not only surpassed all the others in interest and performance, but also far exceeded the expectations of the project's organizers. This team was located in Gowanda, New York, a small and, at first glance, isolated town south of Buffalo. More information about the methods and findings of the Gowanda team is found elsewhere in this handbook. The question of why this team did so spectacularly well has been pursued in considerable depth and detail with all concerned. Unfortunately, the answer is not clear. What has emerged are these facts about the team, which are worth sharing.

1. The youth who participated in Gowanda did not consider ANTHROS to be too academic; they stated unequivocably that getting academic credit for their work on ANTHROS would not have made them more interested or active. (On the other hand, numerous youth in other communities stated repeatedly that the project would have been more attractive had it been a school assignment.)

2. The Gowanda team was already a close-knit group before work began on ANTHROS, so that the project became just another activity that this group of friends tackled together with enthusiasm. (On the other hand, less interest was shown by other AFS clubs in which members were also reasonably close-knit prior to ANTHROS.)

3. The Gowanda AFS club had an adult advisor who commanded the members' affection and respect; she became committed to ANTHROS after being persuaded by the young people that it was a worthwhile and interesting project, and she persisted in her commitment throughout the year, so that she was able to rekindle the flagging interest of the youth on one or two occasions. (On the other hand, there are several AFS clubs elsewhere in Western New York with adult leaders who have the respect and affection of the youth, and who readily agreed that ANTHROS was a worthwhile project.)

4. The parents of the Gowanda young people became interested in ANTHROS and encouraged their children to pursue it to completion. (On the other hand, we have no evidence that parents opposed ANTHROS in other localities.)

5. The Gowanda team members engaged in other extracurricular activities concurrently with their work on ANTHROS. Virtually every member of the team was involved in the Gowanda High School musical for two months running, and many of them maintained their interest in track and other athletic activities. (On the other hand, numerous youth in other communities complained that they could not work on ANTHROS because other extracurricular commitments were too heavy.)

In summary, AFS learned that--

- some sort of external incentive may be needed to sustain the interest of youth in the ANTHROS project, and that academic credit may be sufficient for this purpose in many cases;
- ANTHROS works best when confined to a limited geographical area that is regarded by participating youth as their "home turf";
- youth are more likely to acquire and sustain interest in ANTHROS when they are under the guidance of an admired adult leader who is committed to the goals of the project and willing to work with them.

A Message from the Anthros Coordinator for Western New York

After having worked on ANTHROS for one year, I have reached many conclusions about the project. A very important one concerns the importance of student input. Students must contribute their suggestions throughout the various phases of ANTHROS, from choosing knowledgeable adults as project consultants to deciding on the final format for disseminating the information they have gathered.

The original ANTHROS participants were offered the guidance of highly qualified consultants selected by AFS. However, it is believed that the students were overwhelmed by the prospect of dealing with these consultants, since all were college professors. The students were not familiar with the consultants; even though they had clear directions about how to utilize the consultants' services, they never did so. Had the young people been able to choose their own consultants, they probably would have felt more comfortable asking them for assistance.

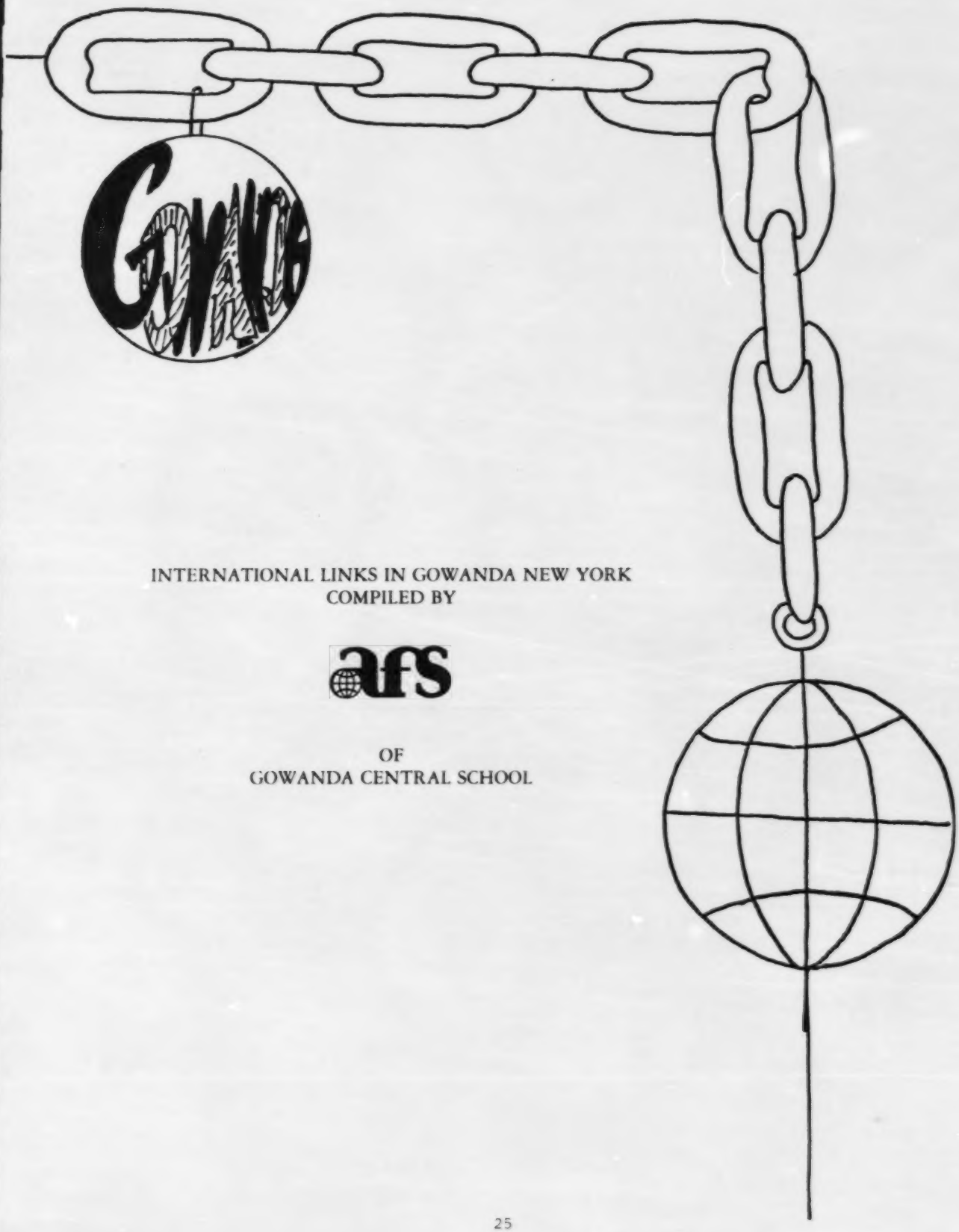
Although we believe that students greatly benefit from making many of their own decisions throughout the ANTHROS project, the teacher or student advisor should guide them in this process. This philosophy of student input with advisor guidance will help to assure a successful ANTHROS community discovery project.

Isabelle Slifer

Section 2: The Gowanda, New York, Anthros Project

Editor's Preface

The following is a report by the ANTHROS team in Gowanda, New York. This report was compiled by the students themselves, and is presented here with only minor editing.



INTERNATIONAL LINKS IN GOWANDA NEW YORK
COMPILED BY

afs

OF
GOWANDA CENTRAL SCHOOL

THE GOWANDA ANTHROS TEAM

*L to R: Row 1 - **Yvonne Jackson, Mary Militello, Holly Beaver, Diane Deet, Kathy Smouse, Linda Coudrey. Row 2 - Nick Fetterick, Karen Chadwick, Teresa Press, Michael Wolfe (Project Director), Mark Wolfe***

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Acknowledgements

This report is the result of cooperation between the AFSers of Gowanda Central High School and the residents of the Gowanda area. We are very much indebted to the many people of the Gowanda area who so willingly agreed to be interviewed by our ANTHROS team. The information that they supplied forms the basis for this report. The people of Gowanda that participated in this report deserve special thanks for all their cooperation and encouragement. "Thanks" to all of the Gowanda AFSers for their great enthusiasm and especially to our ANTHROS parents.

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Mrs. Clem Smouse

The Methodology of the Gowanda, New York, Anthros Team

According to the 1976 census, the population of Gowanda was 3000. The population of Gowanda has been 3000 for years and years. Since 700 people are known to be institutionalized,* there are approximately 3700 people considered to be living in Gowanda, plus 700 people living on the Indian Reservation bordering on the village.**

The door to door survey was conducted on a sample of the total population. We attempted to select a sample which would equal about 2-1/2 percent of the uninstitutionalized population. Population and sample sizes were determined by the census, and by the Gowanda Chapter of AFS. The Chapter selected the survey sample size in an attempt to pick a percentage which would yield the most information possible in the shortest possible time. The number of houses within the Gowanda area was approximated. Some people would not participate because of the foreign affairs involving the United States at the present time. The percentage of households sampled in the more densely populated regions was higher than the percentage of the households sampled in more sparsely populated areas.

Interviewees were given a questionnaire consisting of two parts: one part dealt with the hours spent on international contacts; the second part dealt with nationalities, adjustments to nationalities in Gowanda, and the person's traveling experiences. Interviewers were trained for the purpose of this study. The interviewers canvassed the Gowanda area from mid-February through April 1980.

A second questionnaire was used to count the various international products found in Gowanda homes. Students in a few home rooms at Gowanda Central High School were picked at random and asked if they would look in their homes for items of food, clothing, cars, appliances, kitchenware, and hand tools and indicate in which country these products were grown or made. The questionnaire only asked for check marks and did not prove to be as accurate as the research team would have liked it to be. However, it did create some interest from fellow students who had wondered what ANTHROS was all about.

The information gained from these interviews and questionnaires did make the team more aware of the vast number of international links in our small community.

The ANTHROS project was a neat way of learning and everyone of my team members went after this with enthusiasm and a sense of being important.

Michael Wolfe
Student Project Director

*Editor's note: The Gowanda Psychiatric Center, Department of Mental Health of New York State, and the J. N. Adams Developmental Center, Office of Developmental Disabilities, Division of New York State, are located in Gowanda.

**Editor's note: The Cattaraugus Indian Reservation lies northwest of the village of Gowanda. There are over 5,000 registered Seneca Indians, but there is no reliable way of determining what percentage of these live on the Cattaraugus Reservation. The figure 700 appears to be an estimate based on the number of Indian children in the Gowanda public schools.

Anthros in Gowanda, New York

A Statement from the Project Advisor

The team became genuinely interested in studying and researching international links in their community. The opening conference was rated as "rather dull" but there had to be an element that sparked enthusiasm for the project. The interest skyrocketed with enthusiasm and ideas. Each team member carried a responsibility of becoming more knowledgeable about the international links in Gowanda. The first task that the team had was to motivate their advisor.

Many international links studied were the obvious ones, for instance, the clothing each member owned that came from a foreign country. Contests were created to see who could become most involved with international happenings and stories of international importance.

The students became more aware of loving, caring experiences which they shared easily. The team found that they enjoyed talking with elder people, a surprise to them! Each member grew in their tolerance of life styles that were different from their own. A great deal of self-motivated pride in individual accomplishments was shown and shared. Each member had special learning values: the seniors' emphasis was on the technique and the terminology used. They were intrigued with methods of obtaining data. The younger members of the team were impressed that they were working with seniors.

Many aspects of social science problems entered the students' conversation as they had not before the project began. Various "doors of interest" were being opened to them of which they had been unaware before ANTHROS. Students were invited into homes of professional medical families that had studied abroad. They made friends and developed a resource bank for future programs.

The team experienced the feelings of great joy of accomplishments of the goals which they had set for themselves.

The project hung on a long time. In one way it created weight on the shoulders of the students that seemed to never lift, and in another way it was a welcome relief to be interested in something that seemed important.

Jane Allen

A Statement from the Director

Most of the things we found were dealing broadly with immigrants, products, and nationalities, but what we learned from our experience was more important. One of the things we learned was that we can communicate with people. We learned how to interview, and to do it well. We also learned how important we really are, that we're not just a speck of dust on the planet Earth, but we can influence the lives of other people. We also found it fun to meet and talk with a number of learned people. Most important, we found out that we had a tight-knit group in our AFS club, not just a clique. We could accept and believe in people outside of our group, and invited them to join the "Bandwagon." All through the easy times, and bad ones, we had a "blast." It's nice to know that we can learn through people and enjoy it.

Michael Wolfe

A Message from the Coordinator

Wow, ANTHROS, it has been a project--especially for me in my Senior year in high school! It has been fun and I am sure I can speak for each one of my team members, but it has also kept us moving.

My task was to keep everything moving and everyone busy with a job. We kept interviews coming in from team members and at meetings shared our findings. The most difficult part of the project is keeping the documentation. Everyone enjoys meeting new people, talking about their involvement with international links, but it is very time-consuming to keep it on file and later think of having to do something with it.

I also had the task of thinking of innovative ways of keeping our team alive and well. Mrs. Allen and I would think together sometimes about a tricky little way of putting momentum into the research. At one time it was fun to see which one of the members could be the most internationally involved before the next meeting. Our meetings always met for supper one way or another, usually a Hobo sack, although the microwave oven helped us out sometimes, too. The meetings were usually held in the Home Economics Department; it got so it was just like going home. Sometimes Mrs. Allen would have special treats waiting for us from the oven. Boy, that always smelled good and we could eat her out of house and home. ANTHROS was a fun time for us. We goofed off a lot too, but surprisingly we did learn a lot about our community. A lot of things that we had just taken for granted began to mean something to us. News articles and news broadcasts began to spark an interest in us as the news many times would refer to a country that we had just found a product from in Gowanda.

If ANTHROS was offered again, I believe that we would tackle it again, but maybe on a smaller scale. We thought we started out small this time, but it just got big. I am sure it was very time-consuming for our advisor, Mrs. Allen.

Kathy Smouse

Reporting Trends and Events for Anthros in Gowanda, New York January through April 1980

ANTHROS is spotlighted for special emphasis during second semester, 1980 for the Gowanda AFS Chapter. The team has been selected; eleven members of our AFS Chapter have agreed to be involved. The accomplishments are being documented by data gathered during our research. This is the first time that any one of these teams members has ever had a project like this. Activities are designed to fulfill special goals and provide accomplishment and satisfaction for each team member.

The AFS Chapter has adopted Mrs. Sharon Hartlieb as a co-advisor with Mrs. Jane Allen. Our advisors will provide directions and ideas for the implementation of the project.

Five special areas of study are proposed by the ANTHROS team. They are:

1. To interview highly involved international people living in Gowanda.
2. To become aware of various foreign commodities that come in and out of Gowanda.

3. To become aware of the number of international foods found in our stores and homes.

4. To become aware of the number of foreign-born people living in Gowanda.

5. To become aware of the number of foreign-made cars driven in our community.

Each of the five goals is interpreted in a way that is particularly applicable to research that each team member can accomplish.

Three additional goals are seen as facilitators of these first functional goals. These goals propose:

1. To develop international awareness, strengthening our contributions toward peace in a world of proliferating arms and heightened tensions.

2. To better understand ourselves.

3. To unite our AFS Chapter to become a strong, co-operative unit. The ANTHROS project should become integral to the on-going life of the AFS Chapter.

The proposal also contains an interpretation of our place in the history of the Gowanda area and outlines fundamental happenings which undergird the ventures of ANTHROS.

While it is hoped that the distribution of assignments will encourage participation of the total AFS Chapter, it is understood that the ANTHROS team will work in isolation from other AFS members in our Chapter.

The team proposes that in addition to researching interesting international links in our community, two special programs will be presented to our parent chapter. One program to emphasize service in the world, the second dealing with peace. A program will provide the means of highlighting our project and allow an opportunity to express our individual achievements. In response to our research, special attention will be placed on local news articles and family-oriented activities.

Michael Wolfe, Student Director
Jane Allen, ANTHROS Advisor

The Findings of the Gowanda Anthros Team

A General Statement

The ANTHROS team in Gowanda found the ANTHROS project to be fun and interesting. Many people were really interested in our project. We found elder people eager to share their experiences with us, especially if they had been immigrants to the Gowanda area in the early 1900s or if their parents or grandparents had come to this country. We found that we have a large sector of Polish people and that they do keep many traditions of the old country. They live in a little section of the village known as Hidi. Gowanda used to be called Lodi. The Polish community has the Slavanian club; we had never thought much about that club being supported by the Slavic people before.

We discovered that a lot of our stores, particularly the grocery store, carried foreign products. We discovered that many of our personal items came from a foreign country. We were surprised to have a list of 76 countries represented in our community

one way or another. We concluded that Gowanda has many international ties and that many are vital to our health and welfare.

Every church sponsored missionaries and at least twice a year there are special programs highlighting the community's efforts of supporting these people in foreign countries. Our own school has two teachers teaching in Africa and we were ever mindful that our Science teacher was an exchange teacher in Australia for a year. He has had opportunities to share his experiences with us and show slides.

We became particularly interested in the glue factory and the tannery. They each are independent but are interdependent for raw materials. Many hides, leathers are imported and exported from our factories. The glue factory's central office is in Paris, France. The glue factory is world known, and is the subsidiary of the world's largest glue factory. Most of the production is done elsewhere, but all of the shipping goes out of Gowanda.

We prepared a slide presentation for our ANTHROS program. We have planned to finish that up in a manner that could be used in our elementary school. We also will present a program for our parents about ANTHROS. We have discussed providing a program of music, folk music, in the village park during the summer. We have not set plans for that yet.

Holly Beaver

Findings in the Area of Education

Our Gowanda community has many people with educational backgrounds that were acquired in foreign countries--more international links in this area than we had suspected.

We found that many doctors at Psychiatric Center were educated in other countries. Doctors on the staff at Tri-County Community Hospital have also studied abroad. We were able to set up a few interviews with some of the doctors or their families.

Some of the doctors who have come from foreign countries are:

Dr. Fehmi Hakim, from Syria
Dr. Ihsan Haque, from Pakistan (his son attends Gowanda Central H. S.)
Dr. Chang, from China
Dr. Ergin, from Turkey (his wife, Julietta, is from Colombia)
Dr. Hu, from China
Dr. Kabakibi, from Syria

A survey of high school teachers at Gowanda Central School showed that twelve teachers have studied abroad. That is approximately twenty-five percent of the total high school faculty. In addition, two teachers are presently teaching in Africa. Last year Gowanda Central's science teacher, Mr. Hartlieb, and his family, exchanged with a teacher in Australia.

Our district superintendent of schools has traveled in many countries. We are told that he can speak five languages: Italian, French, Polish, German, and Spanish.

Our school's language department arranged for the French class to go to France; the Spanish class has been to Mexico. This year Gowanda Central High School has a senior student visiting here from Mexico.

The minister at the Presbyterian Church, Rev. Gideon Van Galambos, is from Germany. He was the commencement speaker at the Gowanda Central High School graduation ceremony this spring. Another minister who was born in a foreign country is Rev. Sooho Han who is a refugee from Korea.

We met two people in the community, Mrs. Sage and Dr. Constantine, who have traveled extensively and are willing to share their slides and experiences with the Gowanda Central AFS club.

At the library, we found many books written by foreign authors, and many internationally published pamphlets and journals.

Nick Fetterick

Findings in the Ethnic Sector

Each fall the Native Americans sponsor a fall festival featuring Indian crafts and traditional foods, particularly corn soup and ghost bread. Ghost bread is made of flour, baking powder, water or milk. It is a traditional bread handed down from mother to daughter. Seldom is a recipe printed; we are fortunate in Gowanda because many of our friends share with us the secrets of making good ghost bread.

Gowanda has many people who are either immigrants, or the children of immigrants. Many of them maintain contacts with their brothers or sisters, aunts or uncles in the old country. Many families keep traditional food habits and cultural traditions.

Slavanian Club sponsors many traditional foods on the menu and provides a traditional foods menu with Polish music for special occasions and receptions. Some Polish families that we talked with were proud of their traditional breads and nut breads that are made for the holidays or special receptions. The Polish families enjoyed the traditional Polish polka music.

We learned that "cialde," an Italian cookie, is traditionally made for the holiday season. Cialde and pizelle are thin, crisp cookies baked in special irons. Our families of Italian heritage enjoy serving pizelle and cialdes. Recipes for these cookie-like confections are traditionally handed down from mother to daughter. Cannoli, a crisp, cream-filled treat, is a most tempting Sicilian pastry. We learned that they are based on thinly rolled dough wrapped around metal tubes, then fried to make crisp shells that are later filled with ricotta filling.

Michael Wolfe

Findings in the Retail Sector

A survey of the Down Under store in Gowanda, New York

Participants Mark Wolfe, Mike Wolfe, Nick Fetterick, and Mary Militello took an inventory of items in the Down Under store in Gowanda, New York that were imported. Here are their results:

Japan	England	Hong Kong	Switzerland
Pickled Scallions	Tea	Shirts	Chocolate
Sukiyaki Sauce	Hot Pepper Sauce	Jeans	
Stereo Needle	Scented Frog	Buttons	
Candles		Winter Coat	
Car Stereo			
China			

Italy	France	West Germany	Denmark
Candy	Paté	Wine Vinegar	Pork Cocktail Sausage
Scarves	Snails	Bracelets	Salt
	Peppermill	Silverware	
		Sponges	
		Smurfs (toys)	

Ireland	Sweden	Luxemburg	Canada
Steak & Chop Sauce	Graters	Confiture	Sesame Seed Crackers
			Stereos

Iceland	China	Korea	Taiwan
Caviar	Hot Soy Sauce	Luggage	Shirts
	Marinade	Shirts	Beads
	Anise	Sweaters	Sunvisors
	Herbs	Stuffed Animals	Poppers
		Raincoats	Gloves

Mexico	Philippines	Bermuda
Jeans	Jackets	Lotions
		Soap

Things that people buy from stores in Gowanda that are international

1. shoes
2. glue
3. leather
4. sweaters
5. purses
6. jewelry
7. sportswear
8. wicker ware
9. silk flowers
10. clothes
11. pewter ware
12. china (plates, cups)
13. stuffed animals
14. candy
15. cookies
16. stereos
17. sewing machines
18. light bulbs
19. food processors
20. diamonds
21. opals
22. jade
23. sapphires
24. rubies
25. watches
26. clogs
27. spices
28. cars
29. gold
30. pencils

Community International Involvement

Individuals from other nations who visit Gowanda

1. Business personnel come to the glue factory and tannery.
2. Children living in foreign countries come home to visit family and friends (for example a woman from Gowanda married an Iranian last year and now lives in Iran).
3. Churches entertain missionaries frequently, especially those who are supported with special offerings.
4. People in the armed forces come home to visit.
5. Professional Medical Personnel at the State Institution have a high rate of international visitors.

An overall look at the total population of the community of Gowanda shows that it is a very small percentage of the people who are involved with visitors from other countries.

Diane Deet
Student participant

Countries in which people from Gowanda have traveled, lived, or been exchange students

1. Afghanistan
2. Australia
3. Austria
4. Belgium
5. Brazil
6. Barbados
7. Canada
8. Chile
9. China
10. Costa Rica
11. Egypt
12. France
13. Germany
14. Greece
15. Guam
16. India
17. Iran
18. Ireland
19. Israel
20. Italy
21. Japan
22. Jordan
23. Korea
24. Mexico
25. Monaco
26. Netherlands
27. Norway
28. Pakistan
29. Peru
30. Philippines
31. Panama
32. Portugal
33. Russia
34. South Africa
35. Spain
36. Switzerland
37. Syria
38. Thailand
39. Turkey
40. United Kingdom
41. Venezuela
42. Yugoslavia

Survey of international involvement of the people in Gowanda

The following conclusions are based on approximately 70 questionnaires circulated or personal interviews with people in Gowanda. Our team had hoped to plan our study on a sample of 100 questionnaires, but we fell a bit short of 100.

Of those surveyed--

98% had been to Canada across the Peace Bridge;
89% had foreign contacts that they never knew about;
80% were aware of having some foreign contacts;
75% had Japanese electronic equipment in their homes;
65% had recently read books written by foreign authors;
59% knew of 5 foreign-sold products in Gowanda

58% worked for or owned a business that used foreign products or foreign services;
50% knew about AFS;
43% had met one of the many AFS foreign students;
34% had relatives abroad;
32% had traveled outside of the U.S. and Canada;
22% had traced genealogies back to European beginnings;
15% kept traditional food habits and holiday traditions of the old country;
12% were born in another country;
10% did not know that the glue factory's main office was in France;
5% had foreign cars;
3% were educated abroad;
3% read international journals;
2% had direct contact with people abroad;
1% listened to Italian opera music.

Dissemination of the Gowanda Anthros Project

As part of the Dissemination Phase of the ANTHROS project, the Gowanda team prepared a filmstrip using slides and recorded narration with background music. Following is a brief description of each slide as well as the narration that accompanied it.

Frame 1: ANTHROS poster	"ANTHROS is a team-effort community discovery project to gain firsthand knowledge of the international links and influences found in our home community."
Frame 2: Sign: "Welcome to Gowanda"	"Welcome to Gowanda! This slide presentation will show some places in our community where our Gowanda ANTHROS team found important international links. As our team discovered the international influences, we began to put Gowanda on the map and feel very important."
Frame 3: Gowanda Central School--High School	"Gowanda Central School's AFS Chapter formed an ANTHROS team of eleven members. This is Gowanda Central Junior-Senior High School. Our enrollment is 1,200 students with 60 faculty members. The ANTHROS team started to inquire about international links here. Chester E. Tepper is Superintendent of Schools and has traveled extensively. Two teachers are on leave teaching in Africa. The science teacher and his family went to Australia last year where he taught as an exchange teacher."
Frame 4: Main Street in Gowanda	"Main Street in Gowanda is full of international links. This was our second stop of discovery. We found diamonds from South Africa, shoes from Brazil, novelty items from Japan and Thailand, food products from Sweden, Spain, Italy, Yugoslavia, and England, and many, many items too numerous to name here, including items from Denmark, Ecuador, Germany, Greece, Haiti, Sweden, and Switzerland."
Frame 5: Library on Main Street	"Our next stop was right down the street from the stores, the library. The library was built in the 1930s. We found international publications and articles, and books by authors either educated in foreign countries or living abroad. We saw a Yugoslavian newspaper."

Frame 6: Tannery	"Since well before the Civil War, Gowanda was an important name in the tanning industry in this country. It has been one of the most important types of industrial activity in the village since 1815. In 1899, C. Moench & Sons bought the tannery. In 1925, the tannery was acquired by the Brown Shoe Co., although it is still known as the Moench Tanning Co. Leather is exported to many different countries and hides are brought in to Gowanda from Mexico and South America."
Frame 7: Peter Cooper Corp. Glue Factory	"The glue industry has been a most vital factor in the growth and stabilization of the commercial structure of the Gowanda community for many years. The glue factory was started in 1874 as a by-product of the tanning operations and as a means of utilizing the tanning refuse. Since 1904, numerous companies have been absorbed throughout the U.S. and Canada, and are now operated under the name of Peter Cooper Corporation. It has been considered the largest glue company in the world. Nowadays, the main office is in France, and Gowanda has only the shipping and distribution center. Glue is shipped all over the world."
Frame 8: Tri-County Hospital	"Gowanda has three hospitals. We found that Tri-County Hospital has doctors on the staff who are natives of China: Dr. Chang and Dr. Hu. Dr. Kabakibi is from Syria. Some other doctors have studied abroad. Some of the professional staff can speak Spanish and Polish. Dr. Constantine on the staff has traveled extensively."
Frame 9: Office door of Dr. Irene Hu and Dr. Ronald Chang	"This is the office of Dr. Irene Hu and her husband, Dr. Chang. They have been in our area about 25 years."
Frame 10: Wilhelm House and Methodist Church on the corner of Main & Chapel	"Dr. Hu and Dr. Chang's office is housed in this large house on the corner, known as the Wilhelm Estate. The consistent growth of the glue factory was achieved under the direction of Richard Wilhelm, who lived here. This is the largest house in the village. In the background is the Methodist Church. This church supports many international missionary programs and often entertains foreign missionaries."
Frame 11: Hollywood Theatre	"The Hollywood Theatre was built by Richard Wilhelm and opened on April 19, 1926. It was Mr. Wilhelm's wish that the Gowanda Hollywood Theatre would be subsidized by the Peter Cooper Corporation and always provide the people of Gowanda with the finest entertainment. It is believed that the chandeliers are from Germany and some of the brass railings and marble decorations are from Italy. International links were discovered through the movie industry and featured movie stars from abroad."
Frame 12: J. N. Adam entrance sign	"J. N. Adam Developmental Center is a State School for mentally handicapped people, formerly known as J. N. Adam Memorial Hospital, which was named for a famous Buffalo mayor; and was opened on November 1, 1912. This institution was built by the city of Buffalo for the treatment of tuberculosis. It was known internationally. Today it has many foreign doctors on its staff."

Frame 13: **J. N. Adam State School Circle in Front Yard**	**"This is another shot of J. N. Adam State School. Many people are employed at this center."**
Frame 14: **J. N. Adam Housing Unit**	**"J. N. Adam State School is a large center. The people on the staff provide important international links. Many staff members have studied abroad."**
Frame 15: **Psychiatric Center**	**"Gowanda Psychiatric Center is a state institution started in 1895. It is now recognized as one of the largest institutions in the country for psychiatric patients. It also has a large staff which includes many people from foreign countries. Dr. Ergen is from Turkey; his wife Julietta is from Colombia. Others are Dr. Hague from India and Dr. Hakim from Syria, just to name a couple."**
Frame 16: **Gowanda Depot**	**"The railroad came to Gowanda in 1874. In earlier days the trains were booming. But even today, railroad cars from Canada come in via Buffalo. This is another international link."**
Frame 17: **Parking lot--one red Volkswagen**	**"Our team looked for the number of foreign cars in the Gowanda area. It is surprising not to find very many. We estimate about 5% of the car 'population' to be foreign. We kept track of one parking lot for a period of time, looking for foreign cars."**
Frame 18: **The Creek in the village**	**"The Cattaraugus Creek flows right through the center of the village of Gowanda. In days gone by the Creek has provided water power, but today it meanders down to Lake Erie, rushing over to hit the shores of Canada."**
Frame 19: **Gorge in the Cattaraugus Creek**	**"The gorge of the Cattaraugus Creek has always been a point of interest in our community and is known as Zoar Valley. The State Environmental Agency has studied the area as a site for a State Park."**
Frame 20: **Cattaraugus Creek--wide part, side of the reservation**	**"This slide shows the size of the Creek. The Creek does attract fishermen and 'river rats.' The River Rat Regatta is held annually. People do bring their kayaks down from Canada for the festivities--just to mention another international link."**
Frame 21: **Free Methodist Church**	**"This is a picture of the Free Methodist Church. This church supports many missionaries in foreign countries. Two members of this church are missionary teachers in Africa. Mission packages are also sent abroad. Foreign missionaries are often guest speakers here."**
Frame 22: **Marine Midland Bank**	**"On Main Street is found one of the two banks of Gowanda. This bank is owned by a corporation based in Hong Kong. The bank provides money exchange for various countries, particularly Canada."**
Frame 23: **Slavanian Club**	**"Slavanian Club is supported by the Slavic community. The hall is used for dinners, dances, and receptions. Traditional Polish music is featured as are other cultural traditions."**

Frame 24: **Sign: Indian Reservation**	"The Cattaraugus Indian Reservation starts at the northwest corner of our village. The Seneca Indian Nation lives on this reservation. The Indian children attend Gowanda Central School. One of our ANTHROS team members lives on the reservation. Our community is rich with Indian heritage. Some Seneca Indians have friends in Canada and Mexico."
Frame 25: **"Sunset"**	"Gowanda is noted for its beautiful sunsets. As the sun sets in the west, please remember the sun will be shining in our foreign neighbors' eyes. We hope you have enjoyed our presentation."

A Closing Message from the Director

The time has come for our Gowanda team to close the covers on our ANTHROS project. Some of our team members have expressed the problem of having a lot of loose ends that we cannot find a way to tuck under the cover. As a team we have surprised ourselves; we have had a marvelous time working together and we have shared a lot of experiences that in our whole school experience we have never had the opportunity to do before. We liked going out and finding our own learning material. We have each expressed a feeling of accomplishment; however, we recognize that we could have been more careful in documenting our material. In the beginning of the project we had help thinking through the process of documentation, but that got waylaid at times.

At the beginning of the project, many of us had little idea of how to research something, or go about documenting a finding. For that matter, most of us had never given it much thought. Our advisors helped us think this part out. But, again, we were only given a few suggestions.

This ANTHROS team has found something about being a team that we will never forget. Everyone on the team carries their share and feels good about the accomplishments. Our advisor helped keep everyone involved in some aspect of the project. Sometimes we were paired off in twos: ninth-grader with a twelfth-grader. We became very good friends.

The most difficult part for our team now is to think through a concise statement for evaluation of this whole experience. We recognize that some of our facts are not the most reliable, but in the end, the facts didn't seem to be the most important goal of the project. The learning was a more intangible and more difficult thing for us to handle. We did become aware of many important international links that we had never thought of before. For example, the number of foreign medical personnel in our community was surprising; the few foreign cars driven in our community also surprised us. For the first time we thought about the foreign money exchange at our local banks, and the international mail business that takes place in our little post office. We also had the opportunity to talk with elder persons that enjoyed our interest in something that they knew a lot about.

If we were to do this project again, we would narrow it down to one international influence in our community. We did think that another time it would be fun to create a world map that would visually display Gowanda and the international links. If we had such a map, it could be displayed in the village library or the elementary school.

We enjoyed sharing our findings and involvements with our parents one evening. We wrote a little song about ANTHROS which we shared at the Spring Forum in Chautauqua. We presented a little program for our parents and friends. We are planning a little more elaborate program in the park in August to share some of our findings. We made the front page of our graduation edition of the Central School Bulletin: that is interpreted as "We've made it!"

Our ANTHROS team and project has injected some spark in our local AFS Chapter, too. We are now anticipating that we may be able to have a foreign student live in our community next year. We have two families that have applied for hosting. This is history in the making!

Our ANTHROS project has helped us develop an excellent rapport with our District Representative, Mrs. Pratt, as well as with Mrs. Norton, AFS in Chautauqua. We are appreciative of both of our advisors. When our project started, we had only Mrs. Allen, whom we call "Aunt Jane" but as the year got underway, we adopted Mrs. Hartlieb as a co-advisor to our AFS Chapter. She got arm-twisted into the project. We had two parents help us, too. Mrs. Betty Allen, Parent Chapter Chairperson, and Clem Smouse, Kathy Smouse's mother.

In conclusion, we are glad that ANTHROS has come to an end, but we would do it all over again. This is the unanimous opinion of the team members.

Michael Wolfe, May 1, 1980

The Gowanda Anthros Song

Verse 1

Listen children about a project that was started long ago
'Bout a teacher from OHIO and the dream for which he strove.
In Gowanda we found a treasure, buried deep within us all
And we students searched our backgrounds according to this call.

Refrain

Go ahead and ask your neighbor.
Go out and inspire a friend.
Do it in the name of ANTHROS,
You'll be satisfied in the end.
There won't be any trumpets blowing until the final day
When you find out that you're someone
Along the way.

Verse 2

So the students of the valley asked a question of the town
Asking for their ethnic input much of which was world renown.
Came an answer from the people
"With our brothers we will share
All the secrets of our village
All the sectors offered there."

Section 3: Appendixes

APPENDIX A

Columbus in the World
The World in Columbus

199 West 10th Avenue / Columbus, Ohio 43201 / 614 / 422-1681

TELEPHONE INTERVIEW SCHEDULE

Name: _____ Date: _____

Org. Name: _____ Interviewer: _____

Address: _____ In Person: _____

Telephone: _____ By phone: _____

Interview Priority Guide (scores from questions below):					Check When Interviewed Face-to-Face
1	2	3	4	TOTAL	

1. On the average, how many hours do you spend each month on your international activities?
2. What position(s) do you hold?
3. Besides yourself, who else would you recommend that I contact?
4. When did you begin engaging in international activities?

- -

Each of the four questions above was scored on the four-point scale below. A total of 13 points was required for a face-to-face interview.

		Hours spent on international activity	Title or position in organization	# of contacts	How long involved in international affairs
highest priority	4	50+	Pres., V.P., Sec., Treas., Chair., Dir., Member of Bd.	5+	10+
	3	20-50		3-4	4-9
	2	5-20		1-2	2-3
lowest priority	1	0-5	clerical secretary	0	0-1

Columbus in the World
The World in Columbus

199 West 10th Avenue / Columbus, Ohio 43201 / 614 / 422-1681

APPENDIX B

INTERVIEW FOR PEOPLE HIGHLY INVOLVED IN INTERNATIONAL ACTIVITY

Contact Information

Name_____

Title_____

Business Address_____

_____

Business Phone_____

Home Address_____

Home Phone_____

Length of Interview_____ Interviewer_____

Full address (including title) and salutation for thank you letter:

_____

_____

_____

_____

_____

Date thank you letter sent:_____

NOTE TO PARTICIPANTS IN ANTHROS

This page and the following page are duplicated from the original *Columbus in the World* interview outline. Thereafter, the interview form has been retyped in order to eliminate the blank spaces that appeared after each question in the original form. This has been done only to keep the number of pages of this document down (the original form was 17 pages long).

Interview No._____

Instructions to Interviewer:

Those who will be interviewed with this questionnaire will be the most important sources of information to the project. Their cooperation during all phases of the project is vital to its success. The most important task of the interviewer is to present the project in such a way that the respondent becomes enthusiastically engaged in the project. Important toward that end will be the capacity of the interviewer to demonstrate that he believes the project to be highly significant for the community.

If suggested probes are made, check them (✓). If other probes are made write them down. Questions and comments of interviewer should be placed in parentheses.

Before you begin the interview make these points in your own words as appropriate to the specific situation:

1. The study is the most comprehensive study of the international activities of a metropolitan community ever made.

2. By international activities we mean contact with people abroad or with visitors from abroad as well as activities in Columbus concerned with international affairs. Also included are activities related to U.S. foreign policy.

3. The study should be of considerable value to the community. The results will be made available to the community, including people like the respondent who are involved in international activity.

4. All individual responses will be kept strictly confidential. /Please remember to strictly adhere to this pledge when talking to persons outside the project staff!/

Begin Interview With This Statement

In the first part of the interview I will ask questions about your international activities. Later I will ask you about your perception of Columbus, followed by a few questions about your background. We will conclude with some questions about the future. Because this questionnaire will be used with people engaged in a variety of activities, it is not expected that you will be able to provide information on all questions. If a question seems irrelevant to you, just let me know and we will move on to the next question.

1. First, would you briefly describe all international activities in which you are engaged. Please include any activities that bring you in contact with people abroad or with visitors from abroad as well as any activities related to U.S. foreign policy. (Interviewer: Number activities in order given, then request ranking by importance to respondent.)

2. Do you hold any office or position of leadership in relation to these activities?

3. (if "yes" to 2) What position or positions do you hold related to these activities?

4. Are any of these positions voluntary or not performed as part of a job for which you are paid?

5. How long have you been involved in each of these activities?

6. On the average, how many hours do you spend each month or each week on international activities?

7. If you should leave Columbus, what is the likelihood of your successor as _____ (Interviewer: Insert primary position) being expected to maintain these activities?

8. Have the international activities we have been discussing put you in contact with people from abroad who were here in the U.S. during the last year?

9. (if "yes" to 8) How often were these people from abroad here last year?

10: What are the five nationalities with which you have had most frequent contact? (Interviewer: If respondent wishes to give more, accept them. "Nationality" here means: where people normally live.)

11. Could you briefly describe whom you contacted, why you contacted them, and how you made contact? (Interviewer: Emphasis here is on kinds of contacts, not names.)

12. Have the international activities we have been discussing put you in contact with people abroad in the last year?

13. (if "yes" to 12) How often during the past year did you contact them directly, either by travelling to their countries, or by telephoning, or by writing?

14. What are the five nationalities with which you have had most frequent contact through your own travel, telephoning, or writing? (Interviewer: If respondent wishes to give more, accept them. "Nationality" means: where people live.)

15. Could you briefly describe whom you contacted, why you contacted them, and how you made contact? (Interviewer: Emphasis here is on kinds of contacts, not names.)

16. In the last year have you been in contact with federal officials or legislators about any aspect of international affairs, either in connection with the activities we have been talking about or other international affairs?

17. (if "yes" to 16) How often during the past year?

18. Would you briefly describe whom you contacted, why you contacted them, and how you made the contact?

19. In the last year, have you been in contact with state and local officials about some aspect of international affairs?

20. (if "yes" to 19) How often in the past year?

21. Would you briefly describe whom you contacted, why you contacted them, and how you made the contact?

22. In the past year, have you been in contact with others in Columbus, outside your own organization, who are also involved in international activities?

23. (if "yes" to 22) Would you identify these other persons in Columbus and indicate the purposes for which you contacted them. (Interview: Get as complete information as possible in order to facilitate your future contacts.)

24. In the last year, have some of your international activities necessitated that you get Columbus-area citizens to do things such as attend meetings, write letters, host visitors from abroad, and so forth?

25. (if "yes" to 24) About how many Columbus-area citizens?

26. How do you select the citizens you try to activate? For example, are they friends, organizations members, or what?

27. How successful are you when you try to activate others? For example, do you get the cooperation of all, most, some, or only a small proportion?

28. To the extent such people turn down your requests or otherwise resist being activated, what do you think are the main reasons for their inertia? For example, are they too busy? Or don't they agree with the purposes of your activity? Or are they more interested in other activities? Or what?

29. When you tried to activate people in the last year to participate in some kind of international activity, what were the main ways in which you contacted them?

30. When you try to activate people, what kind of appeals do you usually make?

31. What kind of appeals seem to be most successful?

32. I am now going to ask you a number of questions about the goals of your international activities. First, what were the main goals of your activities? (Interviewer: If the respondent wishes to distinguish between personal and organizational goals, accept this procedure.)

33. With respect to each of the goals you have mentioned in your previous answer, to what extent did your activities in the last year move toward them?

34. Looking to the future, how would you characterize the chances of realizing your goals?

35. Are there other organizations in Columbus who share your goals?

36. (if "yes" to 35) Could you name these organizations? (Interviewer: Try to get not only names of organizations, but names of individuals to contact as well.)

37. Are there organizations in Columbus whose activities run counter to the goals you have mentioned?

38. (if "yes" to 37) Could you name these organizations?

39. What do you most need to make it more possible to achieve your goals? (Interviewer: If answer is more money, personnel, space, time, etc., ask what would be done with each of these resources.)

40. Now I would like to shift our discussion from your specific activities to your perceptions of the level of international interests and concerns of Columbus as a whole. First, how would you characterize the international awareness of most residents of the metropolitan area?

41. What kinds of people or groups in the Columbus area have the greatest international awareness? Church? University? Business? Or which?

42. Have you perceived any change taking place in this awareness over the past year? In what direction is this change, if any?

43. How would you describe the presentation of international affairs by the newspapers of Columbus?

44. How would you characterize the presentation of international affairs by Columbus television stations? (Interviewer: If respondent wishes to distinguish between network and local programs, encourage him to do so.)

45. What is your most important source of international information? Newspapers? Radio? Television? Magazines? Professional or scholarly journals? Personal Contacts? Or what? (Pause for answer.) What is second most important?

46. Do you regularly read a U.S. newspaper published outside of Columbus?

47. (if "yes" to 46) What is the name of that newspaper?

48. Do you depend on any U.S. magazines or journals for international news?

49. (if "yes" to 48) What are the names of those magazines or journals?

50. While in Columbus, do you ever get news from foreign journals, newspapers, or radio broadcasts?

51. (if "yes" to 50) Could you tell me what these are?

52. Could you describe the presentation of international affairs by Columbus-area schools, or at least by some of the schools or a single school with which you are familiar? (Interviewer: Be sure to get the name of the school(s) described by the respondent. Public and private schools are included in this question.)

53. Do you expect that in the years ahead the direct contact between Columbus and the world outside of the U.S.A. is likely to increase, decrease, or remain the same?

54. In what specific ways is Columbus/world contact likely to increase?

55. In what specific ways is Columbus/world contact likely to decrease?

56. Are there problems important to Columbus-area citizens in which you think international cooperation would be useful?

57. (if "yes" to 56) Which problems are you thinking of?

58. Exactly what kind of international cooperation do you have in mind?

59. (Interviewer: Observe and record whether respondent is male or female.)

60. Now I would like to ask you some questions about yourself. First, when did you begin engaging in international activities?

61. Where were you born?

62. (if born abroad) When did you come to the U.S.A.?

63. (if not born in Columbus) When did you come to Columbus?

64. What nation are you a citizen of? (Interviewer: Determine whether foreign nationals are in the process of obtaining U.S. citizenship.)

65. Could you tell me something about the extent to which you have travelled abroad?

66. Have you had contacts with friends and relatives who normally live outside the U.S., and which you may not have mentioned in previous responses?

67. (if "yes" to 66) Who are these people, where do they normally live, and where and how have you contacted them?

68. In conclusion, I would like to have your views on the future needs of Columbus. First, what are the most important needs in this community to enable citizens to relate more effectively to international interests and problems?

69. In connection with your international activities in Columbus, do you have need of specific kinds of information that you think our project might help you to obtain?

70. Do you think my questions have overlooked something important? What?

71. Would you suggest that I interview or talk with someone you have not yet mentioned? (Interviewer: This is a key question. To a large extent, your future contacts will depend upon people being suggested by previous interviewees.)

Conclusion of Interview:

Thank the respondent.
Tell him how useful his responses have been. This could include reference to a specific response that was particularly useful for the project.
Should the respondent seem to want to talk more on a specific subject, be responsive and record his comments.
Tell the respondent that we will be in contact with him again after we have completed this phase of the study.

INTERVIEWER: WRITE UP YOUR INTERVIEW FINDINGS IMMEDIATELY AFTER INTERVIEW.

APPENDIX C

INTERNATIONAL LINKS IN GOWANDA NEW YORK

INTERVIEW FOR PEOPLE HIGHLY INVOLVED IN INTERNATIONAL ACTIVITY

Contact Information:

Date _____ Time _____

Name _____

Title _____

Business Address _____

Home Address _____

Home Phone _____

Length of Interview _____ Interviewer _____

Interview Statement: I will ask questions about your international activities and your perception of Gowanda, followed by a few questions about your backgroud. If a question seems irrelevant to you, just let me know and we will move on to the next question.

1. Briefly describe all international activities in which you are engaged. Activities that bring you in contact with people abroad:

   _____

   Activities in Gowanda concerned with international affairs:

   _____

   Activites related to U.S. foreign policy

2. On an average, how many hours do you spend each month or each week on international activities?

3. Have the international activities we have been discussing put you in contact with people from abroad who were here in the U.S. during the last year?

4. (if "yes" to 3) How often were these people from abroad here last year?

5. What are the five nationalities with which you have had most frequent contact?

6. Could you briefly describe whom you contacted, why you contacted them, and how you made contact? (Emphasis here is on kinds of contacts, not names.)

7. In the last year have you been in contact with federal officials or legislatoss about any asoect of international affairs, either in connection with the activities we have been talking about or other international affairs?

8. Are you from a foreign country? Where?

9. How long have you been here?

10. Why would you stay in Gowanda?

11. Do you belong to any international organizations?

12. What schools did you attend outside the United States ?

13. Do you maintain contact with other international families in the Gowanda area?

14. Did you find it hard adjusting to Gowanda?

15. What type of problems did you find in Gowanda, pertaining to adjustment?

16. What individuals or groups or agencies provided most help for your adjustment?

17. How would you characterize the international awareness of most residents of the Gowanda area?

18. What kinds of people or groups in the Gowanda area have the greatest international awareness? Church? Business?

19. What is your most important souce of international information? Newspaper? Radio? Television? Magazines? Professional or scholarly journals? Personal Contacts? Or what?

20. While in Gowanda, do you ever get news from foreign journals, newspapers, or radio broadcasts? What are they?

21. Could you tell me something about the extent to which you have travelled abroad?

22. Do you think my questions have overlooked something important? What?

23. Would you suggest that I interview or talk with someone that you know?

24. Do you have a television?_____ Was it made in the U.S.?
Was it made abroad? Where?_____

25. Do you have a car? Is it American or foreign make?

APPENDIX D

CONSCIOUSNESS-RAISING QUESTIONNAIRE FOR PARTICIPATING STUDENTS

(A) Right now you are wearing certain items of clothing and have in your possession (in your pocket or purse) a variety of objects. Most or all of these articles were manufactured from raw materials of various kinds. Without looking at labels or other printed information, to what extent are you aware of the nation from which the raw materials came AND the nation where these articles were manufactured?

- ☐ 1. I know for sure where ALL these articles came from.
- ☐ 2. I know for sure where MOST of these articles came from.
- ☐ 3. I know for sure where ABOUT HALF of these articles came from.
- ☐ 4. I know for sure where A FEW of these articles came from.
- ☐ 5. I know for sure where NONE of these articles came from.

(B) At home, in the room where you sleep, are a great number of objects--a bed, a mattress, sheets, covers, pillows, pajamas, clothing, shoes, chest of drawers, a radio, a clock, books, and many others. Most or all of these articles were manufactured from raw materials of various kinds. To what extent are you aware of the nation from which the raw materials came AND the nation where these articles were manufactured?

- ☐ 1. I know for sure where ALL the things in my room came from.
- ☐ 2. I know for sure where MOST of the things in my room came from.
- ☐ 3. I know for sure where ABOUT HALF of the things in my room came from.
- ☐ 4. I know for sure where A FEW of the things in my room came from.
- ☐ 5. I know for sure where NONE of the things in my room came from.

(C) During the past 24 hours, you have purchased and/or consumed various items of food. This food was grown somewhere and (unless purchased raw) processed somewhere. To what extent are you aware of the nation where that food was grown AND the nation where it was processed?

- ☐ 1. I know for sure where ALL this food came from.
- ☐ 2. I know for sure where MOST of this food came from.
- ☐ 3. I know for sure where ABOUT HALF of this food came from.
- ☐ 4. I know for sure where A LITTLE of this food came from.
- ☐ 5. I know for sure where NONE of this food came from.

(D) You and other members of your family probably contribute money to a variety of religious denominations, private charities, voluntary associations, and/or nonprofit agencies. To what extent are you aware of the percentage of your contributions that is being spent outside the United States, AND for what purpose(s) that money (spent outside the U.S.) is being used?

- ☐ 1. I know for sure ALL the basic facts about how our contributions are used.
- ☐ 2. I know for sure MOST of the facts about how our contributions are used.
- ☐ 3. I know for sure SOME of the facts about how our contributions are used.
- ☐ 4. I know for sure A FEW of the facts about how our contributions are used.
- ☐ 5. I know for sure NONE of the facts about how our contributions are used.

(E) You and other members of your family probably have checking and/or savings accounts at one or more banks in your community. The bank is using the money you have on deposit in various ways, including lending it to others. Some of the loans made by your bank may be to individuals or organizations based in other countries, or to American individuals or organizations that are using it to finance projects in other countries. To what extent are you aware of the percentage of your bank deposits that is being loaned for use in other countries, AND for what purpose(s) that money (loaned for use abroad) is being used?

- ☐ 1. I know for sure ALL the basic facts about how our deposits are used.
- ☐ 2. I know for sure MOST of the facts about how our deposits are used.
- ☐ 3. I know for sure SOME of the facts about how our deposits are used.
- ☐ 4. I know for sure A FEW of the facts about how our deposits are used.
- ☐ 5. I know for sure NONE of the facts about how our deposits are used.

(F) Some people in most American communities grow, extract, or manufacture things (such as wheat, coal, and shoes) that are then sold to people in other communities for consumption or further processing. Economic activities of this kind probably occur in your home community. To what extent are your aware of the percentage of goods sold by your community that are exported to a community abroad, AND of the nations where these receiving communities are located?

- ☐ 1. I know for sure ALL the basic facts about my community's exports abroad.
- ☐ 2. I know for sure MOST of the facts about my community's exports abroad.
- ☐ 3. I know for sure SOME of the facts about my community's exports abroad.
- ☐ 4. I know for sure A FEW of the facts about my community's exports abroad.
- ☐ 5. I know for sure NONE of the facts about my community's exports abroad.
- ☐ 6. I am absolutely certain that my community exports nothing abroad.

(G) Many people who live in the U.S.A. today are either immigrants, the children of immigrants, or the grandchildren of immigrants. Many of them maintain personal contacts with people in their country of origin and/or keep alive certain cultural traditions of their ethnic group. To what extent are you aware of the national background and cultural heritage of first, second, and third generation immigrants who live in your home community?

- ☐ 1. I know for sure ALL the basic facts about the ethnic groups in my community.
- ☐ 2. I know for sure MOST of the facts about the ethnic groups in my community.
- ☐ 3. I know for sure SOME of the facts about the ethnic groups in my community.
- ☐ 4. I know for sure A FEW of the facts about the ethnic groups in my community.
- ☐ 5. I know for sure NONE of the facts about the ethnic groups in my community.
- ☐ 6. I am absolutely certain that no first, second, or third generation immigrants live in my home community.

(H) Some people in most American communities earn their living by providing services (such as medical care, data processing, insurance coverage, news reporting, and so forth) to others. Some of these services may be provided to individuals or organizations based abroad. To what extent are you aware of the percentage of services sold by your community to users abroad, AND of the nations where these users are located?

- ☐ 1. I know for sure ALL the basic facts about services sold to users abroad.
- ☐ 2. I know for sure MOST of the facts about services sold to users abroad.
- ☐ 3. I know for sure SOME of the facts about services sold to users abroad.
- ☐ 4. I know for sure A FEW of the facts about services sold to users abroad.
- ☐ 5. I know for sure NONE of the facts about services sold to users abroad.
- ☐ 6. I am absolutely certain that my community sells no services abroad.

(I) Some members of your community may have had some or all of their education or training abroad. Some individuals from other nations may be in your community right now for education or training. To what extent are you aware of the educational links that exist between your community and communities in other nations of the world?

- ☐ 1. I know for sure ALL the facts about my community's educational links abroad.
- ☐ 2. I know for sure MOST of the facts about my community's educational links abroad.
- ☐ 3. I know for sure SOME of the facts about my community's educational links abroad.
- ☐ 4. I know for sure A FEW of the facts about my community's educational links abroad.
- ☐ 5. I know for sure NONE of the facts about my community's educational links abroad.
- ☐ 6. I am absolutely certain that my community has no educational links abroad.

(J) Individuals from other nations may visit your home community for a variety of reasons--to have reunions with friends or relatives, to attend conferences or make other professional contacts, to buy or sell goods and services, to see the sights, and many other reasons. To what extent are you aware of the number of people from abroad who visit your community, the purpose(s) for which they visit, and the nation(s) from which they come?

- ☐ 1. I know for sure ALL the basic facts about visitors from abroad in my community.
- ☐ 2. I know for sure MOST of the facts about visitors from abroad in my community.
- ☐ 3. I know for sure SOME of the facts about visitors from abroad in my community.
- ☐ 4. I know for sure A FEW of the facts about visitors from abroad in my community.
- ☐ 5. I know for sure NONE of the facts about visitors from abroad in my community.
- ☐ 6. I am absolutely certain that no one from abroad ever visits my community.

(K) In our country, private citizens are encouraged to express their wishes and opinions about issues and problems of all kinds to their officials and legislators at the local, state, and federal levels. Some issues and problems are international in scope, and may affect citizens in your community. To what extent are you aware of the members of your community who have directly expressed their wishes or opinions to officials or legislators concerning international issues or problems, AND of the point(s) of view that are being expressed by these community members?

- ☐ 1. I know for sure ALL the basic facts about the attempts of members of my community to influence officials or legislators concerning international affairs.
- ☐ 2. I know for sure MOST of the facts about the attempts of members of my community to influence officials or legislators concerning international affairs.
- ☐ 3. I know for sure SOME of the facts about the attempts of members of my community to influence officials or legislators concerning international affairs.
- ☐ 4. I know for sure A FEW of the facts about the attempts of members of my community to influence officials or legislators concerning international affairs.
- ☐ 5. I know for sure NONE of the facts about the attempts of members of my community to influence officials or legislators concerning international affairs.
- ☐ 6. I am absolutely certain that no one from from my community ever attempts to influence officials or legislators concerning international affairs.

(L) In some American communities, citizens with an interest in international affairs or with a concern for people from other countries join together to form organizations or interest groups. Such groups may be purely local, or may be associated with organizations that are national or worldwide in scope. (One example in your community is the group of people associated with AFS International.) To what extent are you aware of internationally minded organizations and interest groups that exist in your home community, AND of the concern or interest of each one?

(Responses for Question "L")

☐ 1. I know for sure ALL the facts about internationally minded groups in my home community.

☐ 2. I know for sure MOST of the facts about internationally minded groups in my home community.

☐ 3. I know for sure SOME of the facts about internationally minded groups in my home community.

☐ 4. I know for sure A FEW of the facts about internationally minded groups in my home community.

☐ 5. I know for sure NONE of the facts about internationally minded groups in my home community.

☐ 6. I am absolutely certain that there is no organization or interest group in my community that is specifically concerned about international affairs or about people from other countries.

(M) Between the ages of 15 and 20, young people are faced with a number of important decisions that, directly or indirectly, concern their choice of a career. (Some examples of such decisions might include choice of college, choice of major, and choice of electives each semester.) To what extent are YOUR OWN choices of this nature influenced by a concern for international affairs, peoples abroad, and/or the welfare of living things everywhere on the planet Earth?

☐ 1. The choices I make concerning my career are ALMOST COMPLETELY influenced by my concern for international affairs, peoples abroad, or the state of our planet.

☐ 2. The choices I make concerning my career are LARGELY influenced by my concern for international affairs, peoples abroad, or the state of our planet.

☐ 3. The choices I make concerning my career are MODERATELY influenced by my concern for international affairs, peoples abroad, or the state of our planet.

☐ 4. The choices I make concerning my career are SLIGHTLY influenced by my concern for international affairs, peoples abroad, or the state of our planet.

☐ 5. The choices I make concerning my career are NOT AT ALL influenced by my concern for international affairs, peoples abroad, or the state of our planet.

* * *